

GIRARD COLLEGE

PRESIDENT'S REPORT FOR 1937

Girard College, December 31, 1937

Board of Directors of City Trusts,

GENTLEMEN :

The annual report of an officer of a school, or of any corporate institution, is like a student's final examination at the conclusion of a course. The examination is not so much a test of what the student really knows as it is an incentive for reviewing what he has already done and for integrating his thinking about it. Without a final review for the examination in calculus and the opportunity which it afforded to tie together certain parts of the course, most of us would have been even more vague about that difficult subject than we were.

It is wise for each of our department heads to pause and reflect upon and attempt to synthesize what has been done during the past year. This does not mean, to be sure, that he develops no philosophy of his work while he is actually in the midst of his labors.

Most people conceive of education as something that includes only a class, a teacher, a classroom, and equipment five days a week from nine o'clock in the morning until two or three or four o'clock in the afternoon. But a person observing the Girard College scene intelligently never makes such a mistake. Here education is a twenty-four-hour-a-day matter, and the classroom situation is only a part, though a very important part, of the whole. Some of the less formal features of this ed-

ucation are the development of regular, intelligent, and wholesome habits of daily living, the motion pictures that are shown on Friday evenings, the character-forming and sportsmanlike attitudes exercised on the playing field, the sincere messages that Chapel speakers bring to the College, the summer vacation at the camp in the Poconos, the recreational reading afforded by the Library, the cultivation of hobbies, and the "long, long thoughts" of youth that lead to informal and sympathetic discussion with understanding and well-informed adults. It is small wonder that we have come to think of our Department of Household as an important educational unit, and of its members as teachers in the fullest sense of the word.

The President of the University of Chicago, Dr. Robert M. Hutchins, had something of this nature in mind when he said: "A modern heresy is that all education is formal education and that formal education must assume the total responsibility for the full development of the individual. The Greek notion that the city educates the man has been forgotten. Everything that educated the man in the city has to be imported into our schools, colleges, and universities. We are beginning to behave as though the home, the church, the state, the newspaper, the radio, the movies, the neighborhood club, and the boy next door did not exist." Girard College keeps in mind the modern educational ideal of training for citizenship and at the same time does not forget the ancient idea that "the city educates the man." Here the city is Girard College—every part of it and not simply its schools. Here the boy is not merely being trained for citizenship in a larger community; he is actually practicing citizenship.

There are two minor innovations in the format of the present report. One is the presentation in appendices of much statistical and other material that does not properly form a part of the discussion. Among such appendices are those listing prizes, changes in staff, the savings fund account, the names of those who received diplomas and certificates during the year, and the names of the entire student body. A second

innovation is the introduction of a few pictures. Some of these are included in order to show new phases of the work of the College, such as Allen Hall as a senior house; but most are presented to vivify for the reader the life of Girard College as it is lived from one year's end to the next.

THE STAFF

A complete list of the changes in staff that occurred in 1937 will be found in Appendix A.

Among the resignations particular attention might be drawn to those of Mr. Richmond P. Miller, the former Assistant to the President, who took an important administrative post at Friends Central School, one of our neighboring schools; Dr. Ralph H. Blodgett, who resigned his position at the University of Pennsylvania and his part-time connection here to take a position at another university; Miss Dorothy M. Shelmire of the Department of Admission and Discharge, who went to another city to enter a different field of activity; and Miss Martha B. McHenry, who left her position as a governess to become a teacher in the public schools of Cincinnati.

Miss Mellie V. Shuler, Mr. Francis F. Shoemaker, Miss Ada R. Taylor, Miss Mary E. Templin, Miss Laura C. Eshleman, and Mr. Charles M. Cooper retired after rendering outstanding service to the College in their respective positions. They are missed by their associates and by the boys. May they enjoy their new and well-earned leisure!

Every large organization is saddened each year by deaths. This year we lost Mr. E. Rector Lawrence, a teaching housemaster in Merchant Hall. Mr. Lawrence came to Bordeaux Hall as Senior Housemaster in January, 1921. It was only a year before his death that at his request he was transferred to the teaching housemastership in Merchant Hall. There, as in his previous position, he always gave his best to his work. He was fifty-two years of age and had given sixteen of the best years of his life to the education and training of the high school boys of Girard College. Dr. Henry K.

Seelaus, when taken by death, had been with us only a few months as the successor of Dr. Edward J. Klopp. Miss Kathryn V. Lemmo, a retired teacher of the Middle School, and Miss Adele C. Case, a retired governess, who will be remembered by many of the Girard boys whom they guided died during the year. The passing of Dr. Malcolm G. Wright, who taught French in the High School, shocked his associates. He died in Vergennes, Vermont, at the beginning of his summer vacation, after rendering faithful service to the College for fifteen years. Dr. Wright was only thirty-nine years old, in the very heyday of his usefulness to the College and of his worth to his community. Active in the state and local organizations having to do with his subject, he had been made President of both the Philadelphia and the Pennsylvania Associations of Modern Language Teachers, and was editor of the Pennsylvania Modern Language Journal; a scholar, he read widely, inspired his Post High School students, and commanded the respect and confidence of his associates; a Christian gentleman, he took an active part in the civic and the religious affairs of his community.

A minor reorganization in the administrative side of our work at the College, begun in 1936 and continued this year, has brought about some of the appointments and many of the transfers that are listed in Appendix A. The establishment of the Department of Student Personnel and the appointment of Dr. Edward M. Twitmyer and Dr. Lauren H. Smith are discussed in a separate section of this report. Mr. Frank D. Witherbee's leave of absence, granted with retirement in view because of his ill health, the appointment of Mr. Macy, and other features of the reorganization of the Department of Admission and Discharge are discussed in the section dealing with its work. Dr. Morris Wolf's appointment as head of the Department of Social Studies is referred to in the section entitled "The High School." Dr. Louis D. Englerth, who holds degrees from Jefferson Medical College and Edinburgh and is connected with several Philadelphia hos-

pitals, has succeeded Dr. Seelaus as a consulting surgeon. Other changes in the Health Service are discussed in the appropriate place.

Dr. E. Douglass Burdick, a member of the University of Pennsylvania faculty since 1930, has replaced Dr. Blodgett, who resigned as a part-time member of the post high school faculty. Mr. William C. Eldridge, formerly Assistant Instructor of Printing, has been promoted to the headship of the Print Shop, an important position from which ill health forced Mr. Charles M. Cooper to retire. Mr. Eldridge's wide experience, skilled craftsmanship, and competent handling of the shop during Mr. Cooper's absence led to his appointment. Mr. M. Arnold Daffin, who substituted with marked success in the Print Shop for several months, has been appointed Assistant Instructor. Mr. J. S. F. Ruthrauff has become a full-time teacher in the High School after seventeen years of useful service as a member of the Department of Household. Mr. Sydney Connor, who has been transferred from a position of relieving housemaster to that of teaching housemaster, brings to his new work an interesting background of art training, unusual skill in teaching and handling smaller boys, and experience gained on several expeditions to Alaska with Dr. Ales Hrdlicka, the noted anthropologist. Mr. John Smith, an alumnus of the College, who has been a valuable member of the Domestic Economy staff, has been promoted to the position of Assistant Superintendent of Domestic Economy.

Mr. John C. Donecker has been named Assistant to the President after thirteen years of conscientious and faithful service to the College as Secretary to the President. Mr. Donecker was graduated from Girard College in 1911, served for almost two years in the American Expeditionary Forces, studied abroad for a brief period, and was connected with several departments of the Pennsylvania Railroad before returning to his alma mater and becoming an invaluable member of the Executive Staff of the College. He possesses a wide knowledge of its departments and their operations. Mrs.

Gertrude Z. Sagar, a clerk in the President's Office for twelve years, has become Secretary to the President.

As he has read the departmental reports written by members of the Executive Staff, the writer has been impressed, as he has been during the entire year, by the professional competency of the group. During the year the Supervisor of Playgrounds and Recreation, the Director of the Health Service, and the Director of the Department of Student Personnel have been added to the Executive Staff. They have increased the effectiveness of a body whose members uniformly demonstrate understanding and mastery of their tasks.

During the year 1938 a study will be made of the personnel of the entire professional staff of the College, and the results will be transmitted to your Board as soon as they are available. It is the writer's belief that this study will confirm his impression that the Girard staff is not cut off from the rest of the world. Certainly it should not be or the boys of the College, as well as the staff members themselves, will suffer. Without vigilance on the part of the staff and administration it is easy for an educational institution to slip into a rut that is worse than all ruts except those of ignorance and intolerance. It is the rut of institutionalism.

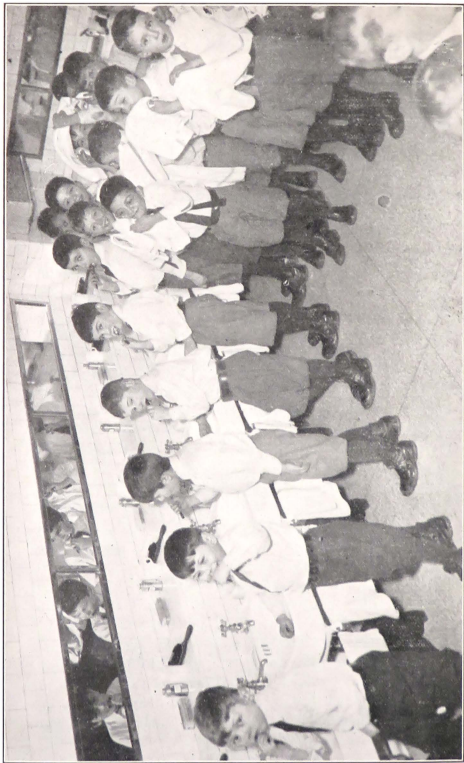
Members of the staff are called upon for civic and educational contributions in their various communities and in the organizations in their fields of activity. Probably never in the history of the College have our Faculty members been given greater recognition in the community at large. This has brought to the College groups from the outside, such as the Private School Teachers Association and the Special Libraries Council. Participation in local and regional enterprises is challenging and calls for a type of service that brings to men and women a pride and satisfaction in their work here at the College and beyond.

HOUSEHOLD

In the Department of Household there were nine changes of personnel this year as compared to sixteen in 1936, nine in 1935, six in 1934, and ten in 1933. The elimination of salary reductions some time ago and the restoration of salary increments at the beginning of this year, as well as an improvement in the schedule of duties made by the Superintendent of Household, may have served to reduce the number of changes despite the increase of opportunities elsewhere.

The withdrawal of the Senior-two Class from the four houses to the newly established Allen Hall, discussed in a separate section, necessitated readjustments but created no serious problems. Naturally the leadership and the influence of the oldest class were greatly missed, a condition that was emphasized somewhat because of the unusual number of younger boys who entered to replace them and the class that graduated in June. The members of the Senior-one Class, however, assumed new duties and responsibilities, sat at the heads of the tables, helped to create new house teams, and took the lead in supervising their housemates in carrying on the self-help program. All things considered, the result was an opportunity for them to begin their training for leadership at an earlier period in their College life.

Following the admission to the College of additional boys in 1931, there was a consequent increase in the age of given groups all along the line. Boys of high school age began to appear in Lafayette Hall in substantial numbers. They required a different method of management and a variety of athletic program which was beyond the strength of governesses to give. Within the past year it was possible to transfer the governesses in that building to positions among the younger boys and to appoint housemasters in their stead. The building is now fully staffed by housemasters. The results of this change, which had been recommended by the Superintendent of Household, may be briefly summarized. There



GETTING READY FOR LUNCHEON IN THE HOUSE GROUP

has been a substantial reduction in the numbers of detentions on Saturday and a similar falling off in the cases reported for disciplinary action. One of the most satisfactory results was the assignment of boys from Lafayette to the Mechanical School playground formerly used by Section I. This not only lessened the crowding on the Good Friends playground, but also gave opportunity to broaden the athletic program which the older boys very much needed. A Boy Scout troop was organized, one of the housemasters acting as scoutmaster, supervised hobby work was extended, and groups were taken for walks in the park on Sunday afternoons. The boys themselves became more responsive and cheerful in meeting their appointments and obligations. Some have even expressed a preference to remain in Lafayette rather than be promoted to the houses.

The term-by-term promotion of sections in Lafayette and Good Friends was long felt to be a plan that had numerous disadvantages. It necessitated a re-adjustment of practically forty new boys every term. The Number One class group, always easier to control, was concentrated in one section and the Number Two and Three groups in others. Beginning last year, Good Friends was divided into upper and lower halves, and the classes were assigned in portions to each section as they are in the Junior School and in the four upper houses. This had the effect of distributing the class groups so that no given section had a preponderance of one class. Each section then had a wider range of ages, which made the selection of leaders less difficult. The resulting distribution of athletic abilities was a stimulus to the inter-section sports program.

One interesting and suggestive experiment among the seventh grade boys in Good Friends deserves a brief comment. In the last two years the supply of locks and lockers in the boys' home building and in the Middle School has not kept pace with the increase of boys who needed them. Partly as a necessity and partly as an experiment, the use of locks by

boys of the seventh grade was discontinued in both school and household. Boys shared their lockers for the temporary keeping of their books while they were in the shop or at play. There has been a negligible amount of loss during the experiment, and the arrangement appears to be quite satisfactory.

At the beginning of the school year in September, the supervisory duties of the Senior Housemaster in the Junior School were extended to include the House Group. This desirable change was made possible indirectly by the establishment of Allen Hall. The extension has resulted in a closer coördination of the work of the two units. Greater stress is now laid on creative activities, play, and group games, and it will, in the future, be easier to determine which boys will profit most by promotion to the Junior School.

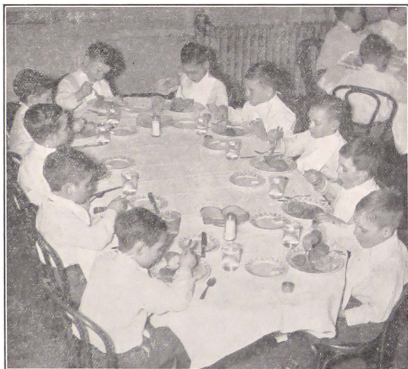
Several committees consisting of boys and members of the staff have worked on details to improve the living conditions and the social life of the boys of the College. The Conference Committee consisting of boys, teachers, and housemasters, has been a fruitful source of suggestions as to procedures affecting boys' comings and goings and their school and home life. The Social Committee, consisting of teachers and members of the household staff, formulated plans to regulate the boys' dances. The number of dances has been gradually increased so that now there is one each term for each of the five upper classes, one for the Glee Club and the Cadet officers of the Battalion, one for the Senior Class at Commencement, and three for the boys of the Post High School Class.

Through the coöperation of the Assistant to the President and the Department of Student Personnel with the Department of Household, a somewhat improved method of assigning boys to houses and sections has been instituted. The factors influencing the selection are: scholastic attainment, athletic ability, social adaptability, and physical maturity. This method is substituted for one in which the boys

were placed alphabetically according to their grade in school. The former method sometimes resulted in too great a scholastic or athletic superiority for one house.

The following quotation from the annual report of the Superintendent of Household is at once a discerning summary of the aims and methods of the College, a tribute to the loyal efforts of the members of his department, and a word of welcome and commendation for a new arm of the service:

"If the complete history of any year could be written it would be evident that youth at the College are educated by study under skilful teachers and by the development of personality with trained leadership in their home environment. 'Life,' wrote President William DeWitt Hyde, 'consists in the maintenance of relations. Conduct must have material



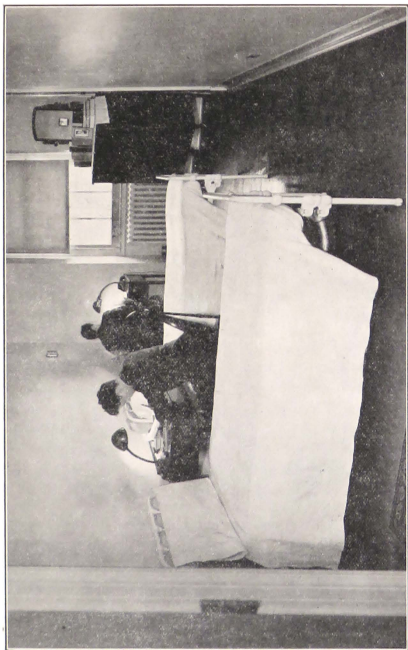
A MEAL IN THE HOUSE GROUP

to work with; stuff to build character out of; resistance to overcome.' These objects the boys' life at the College provide in abundance. The studies in the schools, the work in the shops, sharing the College home life, free play on the playgrounds and the participation in house and interscholastic athletics—all contribute resistance to be overcome and the stuff to build character out of. Thus the great foundation whose benefits Girard College boys enjoy is being transmuted not only into trained minds but also into enduring personalities. May it not be said here that the establishment of the Department of Student Personnel has within the year contributed not a little to a broader interpretation of this two-fold object of education."

ALLEN HALL: A DEPARTURE

When the three residences were built at the eastern end of the campus, Building Number One, which had previously provided quarters for some of the officers of the College, was not named, and it remained for several years the only building on the campus of any size that lacked a name. It seemed rather unfortunate to have a building in an educational institution known by a number. Moreover, it was proposed to conduct an experiment in the building making it all the more desirable to give it a name. Since your Board felt that it should receive the name of some person who had been connected with the educational development of the College, the Executive Staff proposed that it be called Allen Hall honoring Dr. William H. Allen, whose two terms as President of the College spanned the years from 1850 to 1882.

Building Number One was originally reconstructed for the use of older boys, and the appointments differ from those in the other dormitory buildings because of rooms suitable for from two to six boys. In 1932, Section I was moved to Building Number One, an arrangement which

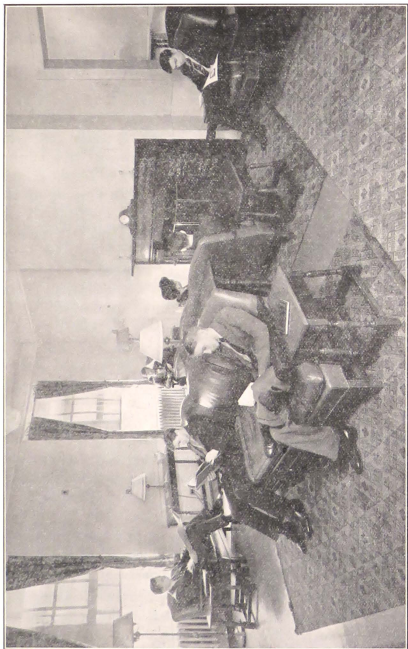


A BEDROOM-STUDY IN ALLEN HALL

was thought at the time to be only temporary. Occupancy of this building for five years by Section I had revealed certain disadvantages arising from the use by fourteen year old boys of so many separate rooms. The boys had had no previous preparation for living in separate rooms, their control was difficult while they were quartered in the building, and their stay there was too short to allow the forming of permanent habits. They spent too much time traveling to and from the playground, meals, and other appointments.

After this period of trial it was evident that we could make a better use of the building by assigning to it the boys of the upper Senior Class and by apportioning Section I to Bordeaux, Mariner, Merchant, and Banker halls to take their places. This arrangement took effect at the opening of the fall term and Section I, as such, ceased to be. In these four houses the younger boys continue as parts of large groups, and their playgrounds and dining rooms are conveniently near. The boys of Allen Hall use the north playground for athletic purposes, and take their meals in the dining room of the Dining and Service Building formerly assigned to Section I.

The new arrangement is planned to provide a transition for the Senior-two Class from the life at Girard College to the life following graduation. To be sure, the adequate dining and kitchen facilities which are already provided in this building would, if put into use, provide a further approximation to home life. They were not, however, put into use because of the expense involved, but if the College enlarges its enrollment at any future time these facilities should certainly be placed in operation. Under the Allen Hall plan additional responsibilities and additional freedom are given to the upper Seniors, and they are relieved of some supervision. There were previously two full-time housemasters in the building, but now the second housemaster can be used as a relieving housemaster both in Allen Hall and in the Junior School Building, thus freeing Mr. Nicholson



A LOUNGE IN ALLEN HALL

at the Junior School from some routine work in order that he may give supervisory attention to the House Group. By the new arrangement the work of the Household Department has been strengthened from one end of the school to the other.

In the summer the rooms in Allen Hall were redecorated and refurnished at small cost in a manner appropriate for the older boys. Leather sofas, easy chairs, lamps, and rugs made attractive the living rooms on the first floor at the south end, and the other rooms were furnished with beds, chests of drawers, desks, lamps and rugs to make them comfortable study-bed rooms for from two to six boys. A survey of the rooms showed that the boys could be accommodated as follows:

15	rooms,	2	boys	each	30
2	"	3	"	"	6
3	"	4	"	"	12
3	"	5	"	"	15
1	"	6	"	"	6
					—
					69

At the opening of the fall term the Seniors, sixty-nine in number, moved into these new quarters. Mr. Emil Zarella, a graduate of Girard College and of the University of Pennsylvania, was appointed Senior Housemaster, and he lives with his wife in an apartment in the building. They share the responsibility of supervising the home life of this group of older boys. So satisfactory to all concerned has this arrangement been from the beginning, it naturally suggests the value to the boys of this mode of life in other buildings of the College where conditions make it possible.

This reorganization in Allen Hall is probably too recent to make quite possible a full evaluation of its advantages. The segregation of the Seniors in one building has given them a group solidarity and a stimulus to social leadership

which was not possible when they lived in four different houses. As in previous years the boys sweep, dust, and care for their own rooms, and divide the responsibility for the care of the living rooms on the first floor. The fact that one room is their very own has given them a training which will be of value to them after they leave the College. Thursday evening forums, whose speakers were members of the staff, have provided opportunities for frank discussion of the problems facing the young graduate. A social program including teas, receptions, dances and the entertainment of Chapel speakers and other guests at dinner has been planned and carried out under the able guidance of Mrs. Zarella. Indeed, her presence in the building and her natural interest in the boys has had a cultural influence upon them the value of which it is impossible to estimate. The boys are courteous and hospitable and make very satisfactory neighbors to the officers of the College who live across the road.

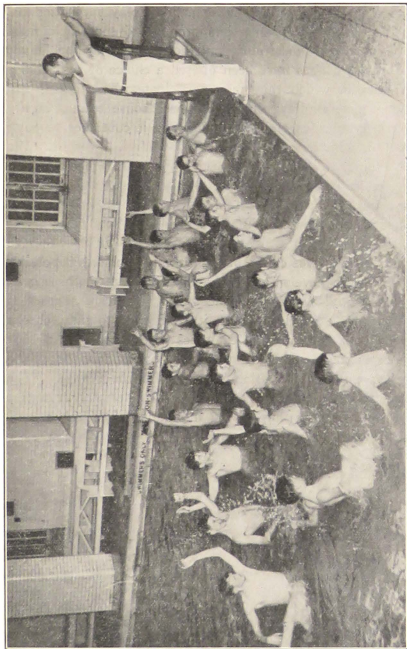
Possibly a comment made by one of the boys in Allen Hall will reveal what they have gained from the experience better than the comments of one who looks on from the outside. "Our social program in Allen Hall," he says, "has been of great value to us all. Through our teas and the inviting of dinner guests we have gained worth-while experience in handling ourselves in the presence of men and women. We are now infinitely more at ease and enjoy to a greater extent our contacts with older people. Our forum discussions have been not only a source of pleasure to us, but also a wealth of information which will be useful in our lives outside. I am of the opinion, and I know I express the minds of the other boys, that the social experience we have had in Allen Hall will enable us to take our places in society outside more smoothly and with a greater confidence in ourselves."

RECREATION AND PHYSICAL EDUCATION

The Supervisor of Playgrounds and Recreation, with his family, took up residence the first of September in one of the three houses for executives. The change of residence has made it possible for him to devote himself more fully to the demands the College makes upon his time both in the day and in the evening. He is now available for meeting the emergencies which are continually arising where so many live together, and for informal talks and conferences upon the work of the College that had to be limited when he lived off the campus. For years Mr. Sparks has functioned as the second most important member of the Household Department, and has made a valuable contribution to the life of Girard College. He is an able, well trained man who understands boys. Since the position of Vice-President has been discontinued, the administration of the College has been realigned and some additional responsibilities, such as management of the entertainment and lecture program for the boys, have been assigned to Mr. Sparks.

The most serious problem confronting the Girard College physical education program has been, and still is, the bridging of the gap between the quite definitely prescribed recreational life of the College and the indefinite recreational life into which the boys go after graduation. To develop capabilities of self-direction in boys while still in school which will more adequately meet their needs and demands after graduation is of constant and increasing importance, and the solution of this recreational problem offers a constant challenge.

If worthwhile leisure-time habits are not established early in life, there is great danger that they will not be acquired at all. To this end the recreation group has attempted to supply a larger variety of recreational activities in order that the Girard College boy may develop a richer and deeper background of play experience from which to draw, not only while in school but also after graduation when his need for



A SWIMMING LESSON

this kind of "recreation bank account" will be great.

In order to aid in the development of play specialties and hobbies, and at the same time promote to some extent the boys' powers of discrimination, the members of the Senior and Junior classes have been offered a choice of the athletic activities in which they may participate. This choice lies among general playground activities, house teams, varsity teams, gymnastics and swimming, and it continues through the fall, winter, and spring athletic-activity seasons. The opportunity to choose in no way reduces the amount of time devoted to recreation and, at the same time, clears the way for a boy to specialize in the athletic activities which are to his particular liking. We are inclined to follow through life those athletic and recreational hobbies in which we have acquitted ourselves creditably, and this plan makes it possible for a boy to develop acceptable playing skill in the special athletic activities of his choice. A recreation sponsor is assigned to each class, meets it from time to time, checks recreational participation, examines rosters, and gives such advice as may be necessary to help a boy act wisely in choosing his physical education program for the season. The beginning of this plan of sponsorship immediately produced a better understanding of the individual boy's recreational needs and problems.

Our interscholastic soccer competition, in which no College team lost a game in five years, brought us defeat this year. However, it seems that a team which has had so one-sided a record should be entitled to the benefits of an occasional defeat as well as to the applause of continuous victories. President Gates of the University of Pennsylvania stated that, other things being equal, the team which consistently expected to win more than fifty per cent of its games was attempting to beat the law of averages. It should be said that the soccer team members accepted their two defeats in a sportsmanlike manner, and immediately began to build for next season.

The newly organized gymnastic team which was not expected to enter the winning column for another year had seven contests, two of which it won.

The basketball team won two games and lost nine. This team had a low percentage of victories, but when we observe that two games were lost by a margin of one point each, two games by a margin of two points each, and three games by four, five and six points respectively, we see that the playing was not inglorious.

Our teams have competed with teams of the William Penn Charter School, Germantown Academy, Williamson Trade School, Hill School, Haverford School, George School, National Farm School, Philadelphia Normal School, St. Joseph's Preparatory School, Westtown School, Episcopal Academy, Pennsylvania School for the Deaf, Central High School, Simon Gratz High School, Frankford High School, Olney High School, Overbrook High School, West Philadelphia High School, Northeast Catholic High School, South Philadelphia High School, Germantown High School, Central Evening High School, the out-of-town high schools of Prospect Park, Upper Darby, Lansdowne, Haverford Township, Ridley Township, Trenton, Merchantville, the "junior varsities" or "freshmen" of several near-by colleges, and the Girard College Alumni. A summary of results in our interscholastic sports appears as Appendix B.

The limited number of boys taking work in the Post High School group makes it possible to include all members who are physically able in some type of athletic competition. Their basketball team won 5 out of 7 games, the baseball team 4 out of 5 games, and the soccer team 2 of its 4 games. The schools with which the Post High School group has had athletic relationships during the past year were as follows: Central Evening High School, Drexel Evening Diploma School, Episcopal Academy, Friends' Select School, George School, Germantown Friends' School, Lower Merion High School, Montgomery

School, Philadelphia Normal School, and Ursinus College freshmen.

The intramural athletic program increases each year in interest and scope. These competitions are carried on by one or more teams representing the four upper houses in baseball, basketball, soccer, rabbitball, track, gymnastics, swimming, volley ball, and touch football. During the past year Bordeaux Hall has been the most consistent winner, having gained permanent possession of the baseball cup by virtue of having won the House Baseball Championship three consecutive years. In 1937 touch football was maintained as an inter-house sport for the first time, and the innovation proved to be gratifying. This game was not included in the inter-house competition until after the close of the soccer season, but a schedule of nine contests was followed through to a successful conclusion in spite of weather and ground conditions.

The placing of housemasters in Lafayette Hall this year has made possible the increasing of athletic activity in that unit, as well as in Good Friends Building, to an extent which is more than was anticipated. These additional housemasters put into effect a broad, comprehensive and effective program of intramural activity for the boys. Regular inter-section contests have been arranged, and schedules have been planned and followed somewhat after the competitions among the four upper houses. All boys in Lafayette who are not excused by the Director of the Health Service are included in these contests with the result that they will go to the High School much better equipped to participate in recreational activities, and with a larger background of athletic experience than was possible under former conditions. No small factor in this plan has been the assignment of the boys in Lafayette to the Mechanical School Playground, thereby allowing them to compete without undue interference from other boys. A similar program has been carried out with highly satisfactory

results among the boys of the Good Friends Building.

The Superintendent of Household felt that the position of teacher of corrective gymnastics, which had been vacant since the retirement of Mr. William C. Schmidt in November, 1934, should be filled. The appointment of Mr. George P. Brayer-ton Diamant to the vacant position followed in February of this year. Mr. Diamant had been a playground teacher at the College for ten years, and had devoted himself successfully to the Boy Scout movement among the boys of the College. He had a thorough training in physical education at Temple University, where he received his Master's degree in 1933. In the latter part of his work at Temple special emphasis was laid upon the subject of corrective gymnastics. Both by education and interest he was well qualified to be transferred to this position.

Since February Mr. Diamant has had under treatment 656 cases of physical irregularities, of which approximately three-fifths were cases of foot disability. This fact bears out the contention of many of the medical profession that, with the sole exception of dental defects, disorders of the feet are the most widely spread form of physical impairment among civilized people today. Between two-thirds and three-fourths of the nation's youth are affected with acquired weaknesses which may, at any time, develop into active disability. This fall, at the annual physical examinations, the Director of the Health Service referred 44 additional cases for treatment and dismissed 169 cases as cured. The total cases under treatment at the present date is 487.

On the evening of March 10 our boys had the pleasure of listening to a radio program entitled "A Perfect Citizen," based upon episodes in the life of Stephen Girard. This was one of a series called "The Cavalcade of America" presented over the Columbia Network by the duPont Company. It might be added that we are all impressed by the part that

the radio now plays at Girard College in keeping the boys in touch with the outside world.

In developing a lecture and entertainment program for 1937-38 an attempt was made to arrange the material so that varied age groups might be supplied with entertainments suitable in scope and duration to their various degrees of maturity. With this in mind parallel programs for older and younger boys have been established and the results have been so encouraging that further development in this activity is being given consideration. The list of lectures and entertainments for the calendar year 1937 appears as Appendix C, but it does not include the motion pictures shown during the year. It is pleasing to note that during the year there has been a decided increase in the number of worthwhile films from which to choose the programs for the College. There are not only fewer pictures which present violations of the moral code by the gangster, the racketeer, and the criminal, but there is also an increasing supply of pictures with historical backgrounds or themes taken from standard literature. There has also developed during the past few years a large and constantly growing supply of educational films in the 16 mm. size, and to tap this reservoir a 16 mm. sound and silent motion picture projector was purchased. This machine served well during the Summer School, and has been in frequent use throughout the year. Its possession makes possible the showing to various age groups of pictures which are well suited to their particular maturity, and at a low rental cost. The educational power of the motion picture is now generally appreciated, and the control and direction of this power calls for much care and thought if advantageous results are to be obtained.

BOY SCOUT ACTIVITY

Interest in the Boy Scout organization of the College has continued to grow during the year. With the encouragement and support of other College officers, the Supervisor of Playgrounds and Recreation has sponsored the development of the Scout organization, and Messrs. Diament, Frank, Maillardet, Stephens, and Williams have acted as scoutmasters.

At the present time 198 boys are Scouts. The organization of a division of Troop 400 in Lafayette Hall proved to be wise. The work of organizing and administering this division of the Troop is carried on entirely by the housemasters of that building, and the programs planned and carried out have been numerous and worth while. Scouting furnishes one of the not too numerous opportunities in the life of the Girard College boy for the youth and the adult to meet on approximately the same plane with common interests and objectives, and with discipline largely self-imposed and almost entirely in the background. A setup of this type cannot fail to have far-reaching results in the life of the boys.

The boys of the four upper houses, an older group, having passed through the three degrees of Scouting, have interested themselves in the acquisition of merit badges, and some of their accomplishments are worth mentioning. This year they earned 203 merit badges, and as a result we have five Star Scouts, six Life Scouts, and two Eagle Scouts. This is a most creditable showing and indicates quite clearly the interests of both scoutmasters and boys in the work. With the adequate leadership now provided and proper promotion of programs aimed toward the securing of merit badges, the interest will increase and the additional values of this splendid type of hobby activity will be secured for a greater number of the boys of the College.

To amplify our Scout program may mean some additional expense and will certainly involve some rearrangement of hours of duty on the part of College officers, but it is our belief that nowhere in our educational plan can benevolence,

truth, industry, patriotism, sportsmanship, and a purposeful outlook on life be more readily established in Girard College than in the life of an enthusiastic Scout organization. Furthermore, as a preparation for the proper use of leisure time, the work has a carry-over value which is as certain in its operation as any program which the College offers.

THE SUMMER CAMP

For its ninth season the Camp was again in charge of Mr. Archibald Ralston, who has contributed so much in the past to its successful operation. Unfortunately Dr. I. Richard Adelizzi, who, like Mr. Ralston, is an alumnus of the College, found that the demands of his private practice necessitated his giving up his connection as Camp Physician. During the summer two physicians replaced him with approximately equal terms of service. The names of the complete Summer Camp Staff are presented in Appendix D.

On account of the earlier closing and the later opening of the College, the Camp opened on June 26 and closed September 7. The boys went to camp in three groups, beginning with the youngest, and the camp period was extended a few days for each group. The boys eligible for camp privileges have increased in number in the last three years. In 1937 there were 743, in 1936, 714, and in 1935, 686.

Each day was filled with activity for the campers. They worked to put the camp in order, fished, swam, tramped over the hills and engaged in athletic sports and games. Food supplies were excellent, the drinking water was pure and adequate, and the water in the lake was at a high level all summer. The health of the boys was unusually good. Altogether it was a successful camp session.

When one sees the eager anticipation of a group making ready for camp, and the animated interest with which returned campers relate their experiences, there can be no question as to the wisdom of providing this form of vacation for boys in summer. For many it is their first intimate contact with



FISHING IN THE LAKE AT THE CAMP

nature. By it their spirits are quickened, their bodies are browned by the summer sun, and they are made stronger by the varied activities in the open air.

The facilities at the camp answered satisfactorily the needs of each group of boys, although some of the youngest group had difficulty in adjusting themselves to life in tents. They were a little apprehensive at first of living so close to nature; they were unable to adjust their tents to the varying weather conditions. The experience of the last four years suggests advantages in housing boys in cabins rather than in tents. The Superintendent recommends that cabins much less expensively built than the originals be constructed to replace the tents. There is no doubt that they would serve more satisfactorily the needs of the younger campers. Such construction would make an excellent project for the older boys, and, if built by them, cabins might cost little if any more than tents over a period of ten years.

As a matter of fact, with a view to expanding the Camp in the summer of 1938, serious consideration was given in the fall of this year to the construction of additional cabins as a work project for the older boys. This program would have consumed several years but eventually might have fulfilled the ideal of transferring virtually all Girard College activities to the Camp during the summer. There was a feeling that the campus summer school of 1937 was generally successful, but that it was least successful for approximately two hundred boys of the older group, who had no work to do and who engaged largely in recreational activities centered in the Armory for the two-thirds of the summer prior to the time that they went to camp. It was proposed to keep this group of older boys at the camp for the entire summer of 1938, and have them spend their mornings upon the construction of cabins under skilled supervision. The estimated cost would have been largely for materials, supervision, and tools. Such a program for the summer of 1938 would permit a reduction in the item for the

salaries of summer school teachers for work on the campus, but would necessitate the addition of two Junior Councilors at the Camp and the replacement of the camp truck. The project would represent a departure from the previous method of camp construction, inasmuch as it provided for a rougher and more camplike type of cabin. Unfortunately, this whole plan had to be given up because of lack of available funds, but it is hoped that we can return to it and carry it out in the not too distant future.

THE ELEMENTARY SCHOOLS

The revision of the Elementary School home reports and permanent record cards, completed last spring, and approved for use this fall, has been a decided improvement over the older type. Comments from teachers, mothers, and boys are overwhelmingly favorable, the most frequent one being that they give a much clearer picture of a boy's general progress and adjustment in the College. In the new type of report a boy's achievement and progress are compared to his known ability. This places emphasis on the proper consideration of relationship between a boy's ability and what he actually produces. By giving recognition to effort, the boy of lesser ability is encouraged to do his best. By the same token, the boy of superior ability who is not putting forth adequate effort is noted.

The new marking system involves a scale of three rather than five points: "plus" signifying outstanding work, "S" satisfactory work, and "U" the need for immediate improvement. It affords an opportunity for household and recreation groups to record their judgments by the use of the same marks under Social Habits, and abandons the single mark in conduct from the Household, which was the only indication previously given of a boy's adjustment to his whole College life. It subdivides the subjects of instruction, so that marks are of some significance. A monthly grade of "A," "C," or

"E" in Reading, when given to a third grade child, for instance, may be entirely misleading and may fail utterly to show what real progress the boy is making in the most vital thing he is studying. The new system provides information which indicates the quality of the boy's progress. There is complete understanding of how the child is attaining reading proficiency. No single grade can be so meaningful.

This change serves more and more to focus the attention of the school, household, and recreation groups upon the boy as an individual and to challenge the coöperation of all three in mutual study of a common guidance program. It sets up new standards for judging a boy's work, comparing his achievement with what his teachers believe he is capable of achieving, and it will provide cumulative data which will be of service in diagnosing his needs as the boy goes through the College. It transmits to College authorities and the boy's family, by means of comments representing the personal reactions of people who deal intimately with the boy, information concerning his outstanding accomplishments or needs. Finally, it emphasizes character development through a many-sided picture of a boy.

The report is by no means in final form. Experience will probably suggest modifications in order to insure ease of interpretation and complete coöperation among all departments involved. We regard our efforts in this field as pioneering, an attempt to awaken interest in the desirability of a fuller and more practical instrument for individual guidance.

Modern elementary education stresses the contribution of visits to sources of information outside the classroom. For years Girard College boys have been visiting the University Museum, historic spots in Philadelphia, and the Zoological Gardens. Likewise they have made excursions to the bakery, the kitchens, the powerhouse, the Mechanical School, and other College units to enlarge their understanding of their local environment. We have been steadily increasing the number of trips both within and without the walls over the

past five years. Each term more boys go on such excursions, and new places are added to those already found helpful. Markets, stores, firehouses, museums (Franklin Institute, Academy of Natural Sciences, and others), manufacturing plants, building operations and farms, have been included during the past year.

We believe firmly that experiences of this kind are particularly valuable to the Girard College boy, because of his somewhat limited contacts with the community, and we plan to increase them when and where they seem to fit into our instructional activities. Lack of proper transportation facilities handicaps us. In the Elementary Schools we could profitably use a forty passenger bus, three half days a week during most terms. This would allow two trips per class a term. The Supervising Principal is of the opinion that Girard College has a definite need for a large school bus, not as a "frill," but as a definite part of its educational program.

It was clearly evident that the old auditorium on the third floor of the Middle School was no longer a useful part of the elementary school program, not because of any fault of the teacher in charge, who was always most coöperative and willing, but through inadequacy to meet a changing school organization. The type of instruction more and more in evidence in American elementary schools makes desirable an adequate supply of reference reading material so placed as to provide space and opportunity for use throughout the day by individual pupils, small groups, and whole classes. The need of extra books may rise spontaneously during a class discussion, or an activity may be so planned as to be dependent upon use of a reference library. Except for necessary drill, the day of the single textbook is gone, and the single text has been supplanted by a few copies of several different texts, by reference books, by periodicals, and by as many library books as a school can assemble.

The auditorium was therefore replaced by a library-lab-

oratory, something more or less new in elementary education. There is perhaps only one other school in the country having a comparable setup. The establishment of the new unit is discussed in the section dealing with the Library. The new plan in no way curtails the use of the Children's Room in the Library Building or lessens the importance of the Library to the College as a community center or as a building where recreational reading may be obtained and educational service rendered. The plan provides for a larger number of readily accessible books for daily use under the guidance of a school librarian. The room also serves as a repository for the lantern slides, motion picture films, and the rest of our growing collection of visual aids to education which are catalogued and kept under the supervision of the school librarian. They are used in the classroom by the teacher concerned as they are desired. This is a great step forward. Already, more films and slides have been shown from September to December inclusive than during any previous entire year.

The library-laboratory has been in existence three months, and during this time it has demonstrated not only present worth, but unlimited future possibilities.

THE HIGH SCHOOL

A significant step taken in the High School during the year was the establishment of a Student Council under the direction of Mr. Karl Friedmann of the Mathematics Department. Mr. Friedmann visited a large number of student councils in session last spring and obtained a useful background for establishing such an organization here. The council is functioning quietly but efficiently, has made several worth-while suggestions, and is taking its responsibilities quite seriously.

The Supervisor of High School Instruction reports that matters of discipline in his department seem each year to become fewer and fewer. Scholastic deficiencies continue,

of course, but through the coöperation of the Household Department a plan for a coördinated study of failures is under way. The chapter of the National Honor Society continues to be of invaluable service in tutoring of boys who are failing in their work and in maintaining high standards of citizenship generally.

Until this year Dr. D. Montfort Melchior was Head of the Department of Social Studies in addition to being the Supervisor of High School Instruction. After the death of Vice-President Jameson in 1934, the duties of Dr. Melchior as the member of the faculty in charge of the High School were enlarged. Since the position of Vice-President was not filled, the administrative reorganization begun in 1936 was extended this year, and the duties of Dr. Melchior were increased. It seemed unwise to have him continue the supervision of the work of an individual department while carrying a certain amount of teaching and directing so effectively the work of the High School. Dr. Morris Wolf was therefore made Head of the Department of Social Studies. Dr. Wolf merited this recognition because of his ability in his field and because of the fact that he has been a very scholarly, loyal, and energetic member of the College staff.

Because of the increased appropriation for improvement of the teaching staff, it has been possible during the year to send at least one member of each department to visit other schools and to bring to the College at least one outstanding speaker. This appropriation is still too small in view of our isolation as an educational institution. We owe it to our student body that every effort be made to keep our teaching force in touch with the objectives, techniques, and accomplishments of the best public and preparatory school in this country.

It is also the hope of the President to restore for the faculties of the schools, and perhaps for some other departments, a system by which occasional leaves of absence, sometimes called "sabbatical leaves," may be granted. Such leaves

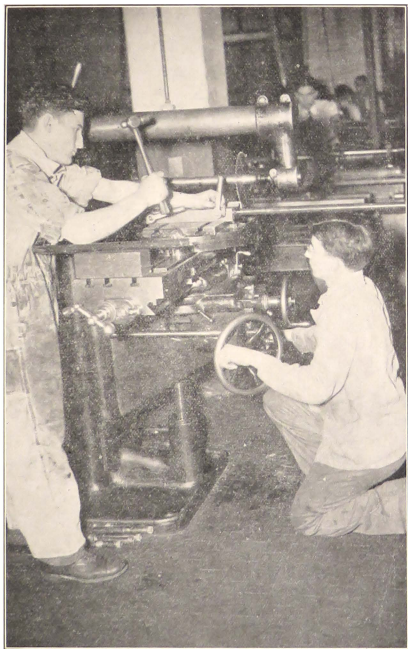
should, of course, be granted only for such worthy purposes as additional study, travel, or scholarly production.

The semi-annual commencement at Girard College is of considerably more importance than similar occasions in public or private day schools. Heretofore commencements have been held in the High School Auditorium. This year they were moved to the Chapel, this change permitting the attendance of the entire High School student body and a larger number of relatives and friends of the graduates. With more seats available there has been a larger attendance of the staff and their families.

THE MECHANICAL SCHOOL

It has been a full, though uneventful, year in the Mechanical School. The foundry work has expanded in variety, in the introduction of some new equipment, and in a better arrangement of floor space; the electrical course, in moving toward more offerings in radio and a better setup for testing work; the paint shop, in planning an emphasis on house painting problems. The pattern shop curriculum has again been analyzed and improved. The print shop has made progress in safeguarding student instruction against the constant pressure of production. The carpentry shop has introduced a better setup of work-bench equipment. As the Superintendent of the Mechanical School reports: "In all departments there is evidence that teachers are trying to make, of a good job, a better job; of an individual boy, a better boy."

The greatest needs of the Mechanical School have to do with the replacement of obsolescent machinery, the purchase of some new machinery, the improvement of an already fine guidance program carried on in cooperation with the Elementary Schools and the High School, and an increase in the number of visits made by our boys to industrial and commercial plants. The last may seem to be of least importance but it must be recalled that the boys' shop experience is necessarily



IN THE MACHINE SHOP OF THE MECHANICAL SCHOOL

limited to the dozen fundamental trades which can be handled satisfactorily in a school shop. They know nothing about factory systems, the production of shoes, textiles, soap, leather, oil by distillation, and candy, not to mention fifty other large scale industries. The Superintendent of the Mechanical School agrees with the Supervising Principal of the Elementary Schools in believing that the College should have a bus for visits outside the College.

The following are three thought-provoking paragraphs from the Superintendent's report:

"For many years before the writer joined the staff of Girard College he was actively engaged in the training and placement in employment of juvenile workers who, having dropped out of regular school classes in order to enter employment, were required to attend part-time day or evening schools. The supervision of these schools entailed contacts with hundreds of employers. One fact was encountered with surprising frequency. When employers were asked to suggest how the schools could be most effective in training actual or prospective juvenile workers they rarely replied in terms of training in subject matter, such as arithmetic and English, or in terms of specific skills, such as spelling or machine shop practice. Rather, they replied in terms of abstract qualities. To train the young folks to be punctual, polite, coöperative, dependable, industrious, honest, and cheerful—this seems to most employers to be the best objective for the schools.

"Teachers of shop subjects, industrial arts, vocational education—call it what you will—years ago discovered, or thought they discovered, this important fact in pedagogy; and so in these later days they can be, and frequently are, smugly complacent when they hear mere academicians stress the importance of what is to them the newly discovered art of 'character' education. . . .

"That is why we, in the Mechanical School, believe that our training of the boys should be, and is, directed to the development of some intelligence, of some skills, and of a great deal

of character. The thought of 'sermons in stones' can be expanded to include victories over wood and metal. The growth of patience in the manipulation of type in the printing shop; of nerve and grit in the pouring of molten metal in the foundry; of accuracy, care, and courage in guiding a band-saw; of cooperation between the groups of boys who design a cabinet in the drafting room, or construct it in the woodworking shop, or varnish it in the paint shop,—all this is character education."

THE SUMMER SCHOOL

The names of the members of the Summer School staff for 1937 are presented as Appendix E. Their work was again under the able supervision of Dr. William E. Burkard, Principal of the Tilden Junior High School in Philadelphia.

In September, 1936, the President of the College called the attention of the Board to the increased summer population of the College in the summers of 1935 and 1936 and to certain difficulties that had arisen from this increase in residence and in summer school attendance. Following this he appointed a committee of the Instruction, Household, and Executive Staff of the College, with Mr. Joseph A. Davis, Superintendent of Household, as Chairman, to make a thorough study of the whole matter with the thought of improving the summer program.

This committee gave much time and thought to the investigation, and its recommendations were prompted by a desire to provide an adequate program for the increased number of boys. It was kept in mind that boys, like adults, profit greatly by a change of scene and by changes in activity. Practically all recommendations of the committee were carried out. These included some changes in the schedule for the year. The College closed its regular sessions on Friday, June 25; the summer classes were opened on Monday, June 28; the tutoring classes in the senior and middle divisions closed on August 11; and the work of the so-called pleasure school,

which had to be continued throughout most of the summer, was brought to a close on September 3. The regular sessions of the College were resumed on September 8, the Wednesday following Labor Day. Thus each boy who was in residence during the summer had between three and four weeks in camp instead of the usual three-week period. This slight shortening of the school year and lengthening of the summer term was easily brought about by minor adjustments in the calendar of the year itself, and by a considerable reduction in the length of the so-called "bum week" at the end of each term, during which examination papers are marked, grades recorded, re-classifications made, and new section lists prepared.

In order to develop a better summer program and a more efficient teaching staff, it was desirable to have some of the teachers to serve for only part of the summer, rather than for the entire summer, and to engage the services of several additional teachers. This was done with but slight increase in cost. These small additions to the staff were not sufficient to take adequate care of the rather large group of older boys who were not obliged to attend tutoring classes, but who spent most of their time in recreational activities. This group is referred to in the section of this report dealing with the Camp. For the next few years, at least, it would be wiser to expend money upon the development of the Camp, in which these older boys could participate, than to expend the same amount upon added supervision for them on the campus itself.

Although exceptions were frequently made to the rule, summer vacations prior to this year were restricted to boys living outside of Philadelphia County. This past summer, boys from homes within Philadelphia were granted the privilege of spending the vacation with their mothers if they were applied for, and if economic and living conditions as well as recreation facilities were found to be satisfactory on investigation by representatives of the College. Similarly homes outside the city to which relatives wished to take boys for the summer were investigated. This matter of vacation restrictions is

discussed under the section of this report headed "Admission and Discharge."

It had been hoped that the changes in summer school and camp arrangements and in vacation restrictions would decrease the attendance in the summer school in addition to giving a camp vacation or a vacation with relatives to more of the boys. Such a decrease in the summer school enrollment did take place. There were 615 boys at the College during July as indicated by an average of the enrollment taken once each week. In August, when the session of the summer tutoring classes came to an end, the number fell to 545 boys. These figures compare with an average attendance for the entire summer of 667 in 1936, 684 in 1935, and 576 in 1934.

Although it may be claimed with some justification that the 1937 summer session was an improvement over former sessions, it must not be denied that possibilities of further improvements were discovered, some of which cannot be carried out because of lack of funds.

LIBRARY SERVICE

With the opening of the school year in September a much desired extension of Library activities was made possible through the coöperation of the Elementary Schools. The large room on the third floor of the Middle School, long known as the Auditorium, was transformed into an inviting book-laboratory, and a full-time teacher-librarian placed in charge of the work. The room was tastefully refinished in green, the floors were scraped, and at small cost a minimum quantity of new furniture and books was purchased.

In selecting a teacher-librarian, the Supervising Principal of the Elementary Schools and the Librarian considered it desirable to place in charge an individual already familiar with the resources of the Library, as these would need to be drawn upon very freely in the assembling of materials for the new room. The logical person on the Library Staff was Mrs. Ula W. Echols, who for the past twelve years had been Children's Librarian. Besides being a thoroughly competent children's



WORKING IN THE LIBRARY

librarian, Mrs. Echols had had several years of primary teaching experience, and was admirably fitted for assuming the responsibilities of this new position. It is our opinion that she will continue to exhibit those characteristics of sympathy, interest, and personal charm so necessary in people who work with small children.

The opening of this new school unit is a further step in the plan for a closer correlation of the Library with the program of the schools. Despite the numerous uses to which the Library building has been put, the Elementary Schools long felt the need of having library facilities near the classrooms, and the only means of meeting this lack was by supplying generous classroom collections wherever needed. The classroom collection, however, is but one phase of an activity program such as is now being developed in the Elementary Schools, and only with the accessibility of such a book-laboratory as we now have, can teacher and librarian effectively combine efforts to instruct boys in the intelligent use of all kinds of printed materials.

During the closing months of the year the use made of this new library by teachers and pupils has been beyond all expectations. A total of 4,547 boys came to the room for elementary research work, some in small groups working on committee assignments, others as entire classes summing up units of work under the leadership of their teachers. The librarian had two hundred work-conferences with teachers, and has also assumed charge of the cataloguing and distribution of visual education materials. All in all, this is a very challenging forward step in our educational program.

The appointment of Miss Mary L. Smythe to the position of Children's Librarian was a fitting transfer of her services, inasmuch as her earlier training and experience had been in the field of children's work. She has been a member of the Library Staff since 1929, and throughout these years has demonstrated a peculiar gift for working with children.

Through the transfer of the bulk of the reference work from

the Children's Room to the new Elementary School Library, the Children's Librarian may now devote her undivided attention to the boys who come during the school day for their periods of recreational reading. This arrangement will make possible a more intensive program of individual reading guidance, and will, we hope, mark the beginning of one of the finest periods of worthwhile accomplishment in the history of the Children's Room. To develop the reading habits of these younger boys, and to awaken in many of them new interests of which they are hardly aware, is without doubt one of the greatest contributions to their education. A university president once said that "close to the source of many events and movements is the fact that a boy and a book got together."

Gradually the Library is becoming the directing and distributing center for all book-activities within the College. With the opening of Allen Hall in September, a small reference library was placed on the second floor, where all boys of the Hall have access to it during their evening study. The Library has begun to take over from the Household Department the administration of the section libraries. The present plan is to handle all purchases of books for the section libraries in the same manner as Library purchases; the books will be accessioned, catalogued, and prepared for circulation by the Library staff. Because of the amount of clerical work involved, this new arrangement will not affect the present section libraries, which will remain intact until the time that the books are worn out and discarded. The new books will be lent to the sections and houses for stated periods of time, at the end of which they will be returned to the Library and lent out again to other sections. In this way the collections will be kept rotating, and "dead material" will not accumulate. This arrangement also allows for wide individual choice among the boys, as any book in the Library may temporarily become a section library book, if desired.

As in the past, this year has had its quota of scholars working with the papers of Stephen Girard, which are a part of

our collection of Girardiana under the care of the Librarian. In an address given before the American Historical Association during Christmas week on the materials for historical research in Philadelphia, President Thomas S. Gates, of the University of Pennsylvania, referred to these Girard papers.

The usual summary of the Library statistics, not including figures for the use of the new Reference Library in the Elementary Schools, appears as Appendix F.

OTHER INSTRUCTIONAL ACTIVITIES

A few branches of our instructional work, though they are attached to the schools, deserve some special mention. The Special or Remedial Class in charge of Dr. Ralph L. Johnson is discussed under the section treating the Department of Student Personnel. Remedial classes in the Elementary Schools continue their effective work under the supervision of Miss Caroline P. Rhoads and Miss Betty N. Maurmann. The work in corrective gymnastics is discussed under the section on Recreation and Physical Education.

The Special Art Class of fifteen boys has had an encouraging and successful year. Their work included the production of three murals, one of which was presented to Good Friends Building. Our boys were successful in the Cultural Olympics Contest held under the auspices of the University of Pennsylvania. Fourteen members of the Senior Art Class sent examples of their work in design and in mural painting to the Regional Art Exhibition of the Cultural Olympics at the School of Design. From this exhibit more than half of our entries went on to the final exhibit held in May at the University of Pennsylvania. One painting, a mural design by Earl Minerger, received special mention, and the head of Stephen Girard modeled by Ira Seaborne and cast at the Mechanical School was praised very highly; but, as there were no others of a similar type, it received no special mention.

The Dramatic Club was recognized in the Cultural Olym-

pics as having distinguished itself among all the entries for secondary schools. Mr. Andrews enjoys an outstanding reputation as a dramatic coach for secondary school students. Dr. Stewart, another member of the English Department, served on the University Committee for the Olympics and coached the University of Pennsylvania play, which outranked all others in its class. Mr. Banks, Dr. Carey, and Miss Duncan were given signal recognition for their contributions. Miss Elko's choral speaking group received favorable comment. A French play was again presented under Miss Frey's direction. Attention should be called to the outstanding work done by Miss North and her associates in helping with dramatics. Scenery, costumes, and lighting were above average because of their assistance. This was particularly noticeable in the Christmas play given this year by the Elementary Schools.

Any visitor qualified to judge the work of high school students is impressed by the platform work of our boys. These boys appear in public as speakers or in plays with an unusual degree of poise, absence of self-consciousness, and facility of speech. While we do not make any great effort to give recognition to special days and anniversaries, a play to commemorate Constitution Day was presented. The program was arranged by Mr. Wagner and Miss Jung.

Our instruction in vocal and instrumental music continues to be strong. As in the past, the annual concert in December was well received. The substitution of two part-time instructors in instrumental music for the one full-time instructor who died has permitted more boys to study an instrument. One of the interesting outcomes of this change has been the addition of a third band concert each term. This shows remarkable progress for boys who have been studying an instrument but a few months.

The usual competitive drills of the Battalion were held in January and in June. Memorial Day services were held at the College and the war memorials were appropriately deco-

rated. On Founder's Day the Battalion was reviewed by Rear Admiral Percy W. Foote, U. S. Navy, who commended the boys highly on their proficiency and discipline. The Battalion participated in the Philadelphia Veterans Memorial Day parade held on May 29 under the auspices of the Committee in charge of the Philadelphia celebration of the 150th Anniversary of the signing of the Constitution of the United States.

The enrollment was much smaller than usual in the 1937 Citizens' Military Training Camps. This may have been due to lack of interest in military affairs, or, as the Commandant of the Battalion thinks with probably more correctness, to the fact that it has not been possible for a boy who has attended a C. M. T. C. session to attend the College Camp subsequently. The Commandant believes it to be desirable that the largest group possible should take advantage of the training afforded by the Training Camps.

For several years the value of the contribution of the Battalion to the College has been questioned, perhaps not always with complete fairness. Nevertheless, it has been insistently asked whether in a non-military school the traditional status of the Battalion should be preserved because of the contribution it has made to the College in previous decades when a different type of training was given, a training that emphasized formal discipline and regimentation rather than the development of self-direction and individual initiative. It remains a question in the minds of some whether, if the Battalion were eliminated, the boys would not profit more by diversified activities based upon their needs, wishes, and aptitudes, as, for example, a wider program of athletics for all, the pursuit of hobbies, Boy Scouts, club interests, dramatics, music, hikes, and educational trips. This question requires further study since no department of the College should be hastily discontinued, especially if, as in the case of the Battalion, it has served well in the past.

THE DIXON COLLECTION OF INDIAN CRAFT

In the fall of the year your Board gratefully accepted the gift of a choice collection of Indian craft work offered by Mrs. George Dallas Dixon. The collection had been owned by Mrs. Dixon and her late husband who was Vice-President in charge of Traffic of the Pennsylvania Railroad, and was presented as a memorial to Mrs. Dixon's father, Dr. William H. Allen, whose name was given to Allen Hall. From both the ethnological and the artistic point of view it is a valuable collection, and it will be used for exhibition and classroom purposes. It is well housed temporarily in cases on the third floor of the Middle School and will be kept intact except when individual pieces are removed for use in social studies and art classes. It includes a group of fine pottery from the Southwest, several textile and costume pieces, some basketry, bead-work, books, and certain minor items. Miss C. Ruth North, Supervisor of Art Education, and Mr. Sydney Connor of the Household Department made themselves responsible for moving the collection and placing it upon exhibition at the College.

THE NEW DEPARTMENT OF STUDENT PERSONNEL

One of the most important trends in modern education is the recognition of individual differences and the emphasis upon the individual's characteristics and development. Personality is now being studied, and attempts are being made to remedy individual maladjustments. This work is growing under the supervision of psychologists. At the same time greater attention is being given to actual mental and emotional illness and instability. This last condition is treated only by psychiatrists.

The whole question of our psycho-educational needs at Girard College was a challenging one to the writer from the beginning. It was brought to a head when, at its meeting in October, 1936, your Committee on Admission, Discipline,

and Discharge requested the President to study the possibilities of improving our methods of selecting applicants for admission. Along with the admission problem, it appeared to the administration of the College that there were other equally important problems of student personnel, among which are included behavior difficulties, school deficiencies, motivation toward school progress, vocational guidance, orientation for the change from life here to life outside, placement, and the keeping of cumulative records, that demanded re-study, and an unrelenting attempt to arrive at solutions.

Careful consideration of these problems in the light of modern trends led to the appointment of a full-time psychologist, called the Director of the Department of Student Personnel, and a psychiatrist who would devote only a minor part of his time to Girard College. It would be foolish to think, of course, that Girard College had never hitherto been interested in the individual boy, that it had never tried to understand his mental and emotional self, that it had attempted to satisfy only his physical and scholastic needs, and that even now attention to the individual boy is left to a small group of specialists. The services of the psychologist and the psychiatrist do, however, provide a center for activities related to the problems of the individual boy as distinguished from the group of which he is a part, and make possible a greater emphasis on this phase of our work.

Beginning February 1 we were fortunate to secure the services of Dr. Edward M. Twitmyer as Director of the Department of Student Personnel and of Dr. Lauren H. Smith as its psychiatrist.

Dr. Twitmyer, a Philadelphian by birth, received his undergraduate and graduate degrees from the University of Pennsylvania. He had been a member of the Department of Psychology of that institution since 1924, his interests being in General Psychology, Clinical Psychology, and Educational Psychology. In these fields he had taught both under-

graduate and graduate students. His chief interest, Clinical Psychology, had been developed by his work in the clinics that are conducted at the University for the determination of mental and behavior statuses of children, the correction of speech defects, educational and vocational guidance, and emotional and personality disturbances. During this time Dr. Twitmyer had also done work as a consultant in all of these branches of Clinical Psychology outside of his regular University duties.

For a time Dr. Twitmyer served as Assistant to the Personnel Officer of the College of the University, and also as Personnel Officer for the Department of Nursing Education in the Philadelphia General Hospital, where he gave lectures to the graduate nurses. Since 1935 he had also served as Personnel Officer in the School of Nursing of the Presbyterian Hospital, and for two successive years had delivered a series of lectures before the Philadelphia League of Nursing Education. He had appeared as a lecturer before parent-teacher groups and various other organizations.

Dr. Smith received from the State University of Iowa the degrees of Bachelor of Science and Doctor of Medicine. His specialty is neuropsychiatry. He has had hospital experience in the University of Iowa, the Pennsylvania Hospital, and the Philadelphia General Hospital. He has served as Executive Medical Officer of the Institute of the Pennsylvania Hospital since 1930, as Associate in Psychiatry in the Medical School of the University of Pennsylvania since 1933, and as Assistant Psychiatrist in the Philadelphia General Hospital since 1932. At present he serves as Lecturer in Mental Hygiene in the Department of Physical Education of the University of Pennsylvania, and as Consultant and Lecturer in Mental Hygiene at Swarthmore College. He has published numerous articles in his field.

Miss Emalyn R. Weiss, who came to the department at the same time as Dr. Twitmyer, has proved to be an invaluable assistant to him. She holds the degree of Master of Arts with

a major in psychology, and, in addition to her training, has brought to her work here considerable practical experience gained by her connection with one of the city school systems in Pennsylvania. She has made many suggestions of value to Dr. Twitmyer during the organization of the department and, among other interests, has helped him in speech correction work.

Following the death of Mrs. Mary Summers Steel in 1936 no successor has been appointed to supervise the exercises of those needing speech correction. The work has been turned over to the Department of Student Personnel since its establishment. Dr. Twitmyer has been engaged for several years in this type of training and is familiar with its newer techniques.

Because the department is new, it seems worth-while to state the concepts underlying its organization.

The objective of the Department of Student Personnel is to offer a general psychological service to the College. To this end it creates a structure (1) wherein all of the available events and factors which are a part of a student's life can be determined and assembled for interpretation and use in order that the student may have the benefit of guidance which can be possible only when all of the events and factors are integrated; (2) wherein those in charge of various student activities may receive a more complete knowledge of the individuals under their immediate supervision; and (3) whereby the effects of an *individual approach* to student problems may be reflected through satisfactory attitudes displayed by the student body as a group.

To fulfil these objectives, such a department should function in the following situations: (1) during the determination of an applicant's fitness for admission; (2) in the working out of maladjustments during the school life of a student, such as, educational difficulties, emotional disturbances, irregularities

in conduct, ill health, and speech disorders; and (3) in the consideration of a student's suitability for various fields of vocational endeavor.

In addition to these, it is essential that such a department be fully acquainted with the environment in which the student is required to develop. This may or may not take the form of participation in the administration of the general school activities. Such a department, however, should be required to maintain an awareness of general school and administrative policies, and should offer suggestions which will enhance the carrying out of a complete student personnel program.

Brief comment may be in order concerning the psychological testing program for applicants. Each applicant is presented individually by the Department of Admission and Discharge. This is a departure from the procedure in force prior to February, 1937, when applicants were examined in groups. With each individual comes a complete social service report of the facts gathered by the Department of Admission and Discharge. Such information includes family history, environmental and economic status of the home and relatives, such physical and health data as are known, educational achievement up to the time of application for admission to Girard College, and any other findings which may be deemed essential to picturing the individual in his true light. This information forms the background and starting point of all psychological testing, and is likewise used in interpreting the behavior displayed by the individual during the test. It should be noted here that psychological testing which is attempted without the utilization of such information can be of little value in producing sound conclusions for evaluating an individual's capacities and potentialities.

The actual testing of individuals is designed to determine, in so far as is possible, the applicant's mental and emotional fitness for developing successfully in the Girard College environment. For this purpose materials and techniques are used which approach the problem from several aspects. Par-

ticular emphasis is placed on the evaluation of the applicant's potentiality or achievement in the following categories: native endowment, specific abilities, educability, trainability, motivation, emotional stability, and efficiency of operation. Likewise, emphasis is placed on the seeking out of specific defects which are so frequently obscured in young children, and yet which, too frequently, retard normal intellectual progress.

The battery of tests selected by Dr. Twitmyer is so designed as to avoid handicapping either the individual who comes from a poor home or school environment or the one from a family where a language other than English may be spoken. This end is accomplished by the use of a series of non-language and performance operations in addition to those in which language comprehension has much to do with the success attained. For obvious reasons, therefore, the policy of the new department is to discourage the use of a Binet-Simon Intelligence Quotient as the sole or most important criterion of a boy's mental status. This is emphasized because many of the applicants of recent foreign extraction would receive an unfair rating through disregard of these factors.

Another advantage of the tests in use is that they provide for the rating of an individual from both a quantitative and a qualitative standpoint. The final judgment, therefore, includes a consideration of not only *how much* has been accomplished during the testing period but also *what kind* of performance has been displayed. Dr. Twitmyer feels that this bipartite judgment should be a matter of concern to those giving psychological examinations and should be a governing principle in all his testing. He has instituted a method of presenting the final evaluation of test findings which summarizes in two categories the results of the entire battery. Though all of the test scores become a part of the student's record, it is felt that their interpretation should be made by a person properly trained and experienced in handling such data. The descriptive terms used are (1) Intellectual Competency and (2) General Competency. Each applicant is rated on a quintile

basis with regard to his standing from these two points of view. Briefly, intellectual competency is used to predict his academic educability, while general competency indicates his manual and general adaptability. This method avoids the hazards of stamping an I. Q. (Intelligence Quotient) on a boy, as stated previously, and at the same time it gives a more complete and inclusive picture of his make-up. It also provides a means of including qualitative as well as quantitative judgments.

In his report covering the first year of his department's operation, Dr. Twitmyer attempts to clear up one misconception of psychological testing: "With regard to the use of the psychological findings, the department would like to report its general attitude toward this problem. The department does attempt to pick out the best possible material from the standpoint of mental capability. Nevertheless, it is not always true that the brightest child is the most normal in other respects. Mindful of this, the policy which has been adopted stresses seeking the boy who is normal as well as the one who is exceedingly bright. If the latter type has the good fortune to be well-balanced in other directions, the condition is more than satisfying. But no candidate has been declined by the department just because he was not of a superior mental status. Unfortunately, many persons not familiar with modern psychological methods erroneously believe that only individuals with a high degree of mental alertness can be adequately rated by objective test techniques. The department feels that every effort should be made to correct this impression and therefore mentions it in its report."

The files of the department show that during the first eleven months of its existence (that is, from February 1 to the end of the calendar year) it handled 367 admission and speech cases. In addition, 110 boys received some form of guidance from it. In this number there are 67 boys who may be listed as active personnel cases. By this is meant that a guidance program is in force for them under the

direction of the department. The remaining 43 are individuals for whom an extended program was not indicated, or who, because of satisfactory adjustment, have been removed from the active list. The department feels that these figures do not represent the percentage of the student body that could profit by this service, and it is contemplated that as this form of work is further developed a larger number will participate.

The department has had student adjustment problems referred to it by the Superintendent of Household, the Director of the Health Service, the three school heads, and the President of the College. These problems varied in nature and included cases of boys having difficulty with school work, either generally or with specific subject material, and boys who by their repeated violations of rules have become problems or whose attitude toward their officers and their duties has become unsatisfactory. Some were boys needing help in social adjustment to their own group or seeking advice with regard to general social standards. Some were confined to the Infirmary or discharged by the Infirmary needing special programs. Others were boys needing adjustment of sex habits; boys disturbed by conditions existing at their homes or placed at a disadvantage because of poor parental attitude; boys who showed objective signs of neurasthenic and psychiatric disturbances requiring examination and sometimes extended treatment by the psychiatrist. Still others were lacking in control over the normal emotional mechanism and exhibiting emotional instability; boys needing help in making the transfer from home to school environment (homesickness); boys causing trouble in their houses through enuretic habits; or boys requiring advice on the type of curriculum for which they were best suited. A few needed advice in terms of future adjustment when leaving College. Many of the problems fell under more than one of these classifications. The purpose of reporting them is to give a generalized picture of the forms which student difficulties may take and to indicate the character of the service required.

One of the essentials in adjustment work is the integration of facts about any given case. For that reason it is important to indicate the degree with which this has been carried out. Under the present arrangement the following sources of information are referred to: admission records, school records, household records, and Health Service records. Many of the facts ascertained are discussed with individuals having immediate contact with the student. The student himself is interviewed and given every opportunity to express his opinion. When advisable, a report from the psychiatrist is obtained, and in a few cases a parent or guardian has been consulted. It should be reported that this procedure produces a complete set of facts, and the department feels that it is indeed fortunate in having at its disposal the sources referred to. The remaining facts used in arriving at a diagnosis come from the psychological examination that is given. The type of examination used most frequently is that which aims to evaluate the personality of the individual. The form of test material used depends on the nature of the adjustment which has to be made. The department has a large number of tests available for this use.

Generally speaking, a determination of the individual's mental status is made. In this connection, his special aptitudes and specific inadequacies are given much attention. His moral and emotional backgrounds are investigated and a measure of his interests and general information is obtained. Several methods are used for indicating the motivation capacity of the boy and particular attention is given to his work habits, skills, trainability, and efficiency in performing ordinary tasks. This type of psychological testing is time-consuming, from three to four hours being required for a complete examination. It is, however, the only method of objectively rating a person in terms of the sum total of his personality traits and characteristics. The department feels that in a large number of cases needing guidance, what has been rep-

resented here should be considered the minimum of information that the investigator should have before attempting a diagnosis.

Several methods of aiding students to benefit from the findings are used. A great deal of individual effort on the part of those directing the adjustment program must be expended and in no sense must it be allowed to run itself. The particular methods used are qualified by the nature of the problem. First and foremost are the remedial conferences with the boy, in which he is thoroughly acquainted with the steps which he must take. Then a recommendation is made to the several groups or individuals dealing with the case. In very special instances individuals are placed in the remedial class on either a full-time or a part-time basis. In all cases considerable effort is made to have the recommendations clearly understood. The department can report with favor on the manner in which its findings and suggestions have been received and followed out.

At this point it seems wise to comment upon the change in the special or remedial class. This class, which has been conducted by Dr. Ralph L. Johnson for 27 years, continues to be under his direction, and he and Dr. Twitmyer together plan its program and assume responsibility for carrying it out. We are indeed fortunate in having a person with Dr. Johnson's background and experience available for this work. Admission to and removal from the remedial class is effected by the Department of Student Personnel after consultation with the heads of departments that are involved; and precautionary methods have been adopted to prevent students from voluntarily attempting to gain admission to it. The remedial class is now designed to function in the interests of occupational therapy, diagnostic teaching, and actual remedial instruction. It must necessarily be a small group.

The psychiatric work, which is handled by Dr. Smith, may be divided into three general types of approach. First, an

effort has been made to disseminate certain educational information concerning mental hygiene through a few lectures given to various divisions of the College staff. The attitude of both faculty and household members has been one of interest and of eagerness to acquire this helpful knowledge.

The second division of the psychiatric work has been the examining of students in whom there has been mental or emotional discord or other practical difficulties which seemed to be of that origin. The total number of such cases was twenty-eight. If we think of five interviews or more as indicating continued treatment, it is found that there have been eight cases seen for treatment purposes over an extended period of time. Twenty cases were seen once or twice for diagnostic purposes.

The third approach of the psychiatrist supplements the second. In spite of the practical benefits of his service in individual cases, the active therapeutic work done by the psychiatrist on individual cases can never be totally satisfactory without aid. The psychiatrist can achieve his best results as an adviser and interpreter for the specific workers in the College. In accordance with this thought, the psychiatrist has had personal conferences with teachers, housemasters, and governesses on special problems. In each instance the practical results have been better than when the psychiatrist has worked alone. On a few occasions the psychiatrist met with the teachers to discuss one specific student difficulty. From then on it was definitely easier for each teacher, as well as for the psychiatrist, to help in the particular situation with effectiveness and understanding.

Altogether, the Department of Student Personnel has made an extremely successful beginning. Comments made by the department heads of the College have been most favorable. For example, the Supervisor of High School Instruction feels that the recommendations of the new department have been in every case "warranted by the facts involved and were in

the best interests of the boy and of the College." Without doubt the organization of the department has been justified by the nature and breadth of the student problems which have been brought this year to its attention. The individual approach which has been made on each of these problems is, of course, of fundamental significance.

ADMISSION AND DISCHARGE

The illness of Mr. Frank D. Witherbee, Superintendent of Admission and Discharge, was noted in the President's Report for 1936. Unfortunately his continued ill health caused him to present his resignation early this year, and he was given an extended leave of absence preceding his formal retirement. Mr. Witherbee had been with the College since January 1, 1911, and had made large contributions to its work. In the history of Girard College there has probably been no one connected with it who has been regarded with more affection. Within his own department he was especially beloved. His successor writes of him: "All of us wish to express how much we have missed his knowledge, wisdom, and leadership, energetic yet sympathetic. His work will serve as an inspiration in the years to come."

Your Board adopted the following minute on Mr. Witherbee's retirement:

"With deep regret the Board learned that Mr. Frank D. Witherbee could no longer continue as Superintendent of Admission and Discharge at Girard College. Mr. Witherbee came to Girard College, January 1, 1911, with a splendid background of social service experience. From the first and always his work was done with sanity and good judgment. Year by year the value of his services impressed the members of the Board, his associates at the College and the Alumni. Rarely does a man have the opportunity to do so distinctive and creative a work as Mr. Witherbee did at Girard College, and to which he gave himself with such unremitting labor.

His fine service of more than a quarter of a century will be an influence in the years that lie ahead. The Board extends to Mr. Witherbee its thanks and congratulates him on a useful work well done, and desires to place on its Minutes its appreciation of the notable service he rendered. It wishes him many years in the enjoyment of the leisure he has so richly earned."

On February 1, Mr. S. Herman Macy, formerly the Assistant Superintendent of Admission and Discharge, succeeded Mr. Witherbee as active head of the department. Mr. Macy was a teacher of mathematics in the High School at Girard College from September, 1933, to February, 1935, when he was appointed Assistant Superintendent of Admission and Discharge. In addition to his graduate training at Harvard University, which doubtless contributed to the success of his work under Mr. Witherbee's direction, he had a well-rounded experience in the Department of Admission and Discharge, where his work was carried on successfully and to the satisfaction of Dr. Herrick, Mr. Witherbee, and everyone else concerned. He had an opportunity to demonstrate his ability to take charge of the office during Mr. Witherbee's prolonged absences from it. His administration of the office has had a splendid beginning.

To succeed Mr. Macy as Assistant Superintendent Mr. G. Curtis Pritchard, a graduate of the Wharton School of the University of Pennsylvania, who had been connected for more than five years with the Personnel Department of the Philadelphia Gas Works Company, was appointed. He brings much useful experience to his placement work, the division of the department with which he will be most closely identified.

In order to enter another field of work Miss Dorothy M. Shelmire resigned in October as an Assistant to Mr. Macy. Miss Shelmire had served the department well since 1925 and we wish her success in her new work. To take her place in the somewhat arduous field work throughout the State of Pennsylvania a young man was appointed Field Representative.

He is Mr. W. Wendell Clepper, a graduate of Swarthmore College with some teaching experience. During the summer preceding his appointment, he had served as a Senior Councilor at Girard College Camp.

The only other feature of the reorganization in this office was the reassignment of duties to Miss Mildred H. Shertzer. During a period of almost seventeen years, Miss Shertzer had developed into an extremely valuable employee who had general supervision of office details. She had gained considerable experience in all phases of the work of the department. She deserved much credit for the smooth way in which the work of the department had gone forward during Mr. Withersbee's periods of illness. Since it was planned to add to Miss Shertzer's responsibilities, her title was changed from Clerk to Secretary to the Superintendent of Admission and Discharge.

The widely accepted notion that the application list for admission to Girard College is so large that there is but little use in a boy's name being registered is incorrect. Similar stories are circulated about most leading schools and higher institutions. There is, for example, the New England preparatory school in which parents are said to be so eager to enroll their sons that they write and make application as soon as their sons are born, although alumni are better informed and telegraph immediately instead of waiting to write. As a matter of fact, our application list is actually smaller than it was before the depression began. At this date there are 272 names upon the waiting list. Considerable thought has been given to the marked decline in the number on the list and to the reasons for it. There is reason to believe that certain sections of the State have never been familiar with the opportunities offered by Girard College. In the past, a proportionately smaller number of applications has been received from the central and western counties of the State than from its eastern counties. Appendix G shows the number of boys admitted from each county in the State from 1895 to 1936 and from 1921 to 1936.

Of the 8,241 students admitted during the last forty-one years, Philadelphia has furnished 4,341, or more than half. Luzerne and Schuylkill Counties in the hard-coal region follow with 499 and 364 respectively, while Montgomery and Delaware, immediately adjoining Philadelphia, follow with slightly over 300 each. It is easily understandable that districts where Girard lands are located or which lie near Philadelphia should send large numbers. But is it not remarkable that twelve counties should have furnished five or less, and that one, Mercer, with a population of almost 100,000, should have sent none?

The study of county statistics on a basis of comparative populations reveals even more interesting facts. It is not startling, for instance, that Westmoreland County with a population in 1930 of only 294,995 as against Philadelphia's 1,950,961, should have furnished but a small fraction of the student body. Yet, even with population differences taken into consideration, Westmoreland County's 24 boys represent only one twenty-fifth the number from Philadelphia. With the latter a base of 100, in Appendix G, Westmoreland's index is established as four. A county whose population is half rural, yet with three cities of over 20,000, its people engaged in steel manufacturing and coal mining, Westmoreland is fairly typical for this study. In any event, a dozen counties show even a lower index, though for 28 western counties, the index averages 15.95, and for the entire state, 23.1.

A persistent question arising from this study is how much of the small representation from up-state counties is due to lack of information about Girard College. In a journey through the western counties late in the summer Mr. Macy learned that only three in ten persons, out of 176 talked with, had ever heard of Girard, and that only one in ten could give an adequate explanation of its purpose.

There has been a growing sentiment among the Executive Staff that the College for too long has been silent about itself.

The result has been the inauguration of a dignified and somewhat limited public relations program, designed to inform the general public and the leaders of influential groups, especially outside Philadelphia, about Girard College, its history, purposes, and general character. Among other things, it will endeavor to indicate the great opportunity for fatherless boys that is offered here and the availability to employers of our trained graduates. The program will consist of (a) press releases concerning such functions related to the College as Commencement, Founder's Day, Mothers' Days, Alumni Banquets, and Chapel addresses; (b) occasional feature articles based upon such matters as home life at the College, its Health Service, and the unique character of the institution; (c) personal news items of interest to localities to which they would be sent, these having to do with such matters as the school activities of particular students and visits of college officials to the localities; and (d) items for trade publications and professional magazines. It is to be understood, of course, that this program is designed to be a penetrating and long-range project and that it is in no sense a publicity campaign. Girard College needs to be better known but not in the way of a privately endowed institution seeking a tuition-paying clientele or endowment-building patronage.

Contact with the homes of boys now in school was made on a comparatively large scale this year. Girard College has made a consistent effort to keep its boys in touch with their own families and friends, unless an investigation of the families indicates, as it does in rare instances, that for one reason or another this is unwise. In such a large institution this is not an easy task to carry on, but there is general agreement that it is an effort that yields dividends.

For many years boys were not permitted to go out for the summer vacation when it was to be spent within the limits of Philadelphia or of Camden. Doubtless this policy was established because it was felt that the boys would be better provided for on the College campus, particularly with respect to

opportunities for safe and healthful recreation. Apparently this restriction was rarely applied to boys whose homes were in other cities, under the assumption that most of them were satisfactory and because of the physical difficulties involved in investigating them. From time to time exceptions to the policy affecting Philadelphia boys were made, and in 1936 forty-one boys were permitted to spend their summer vacations in their homes in this city. In view of the increase in the number of playgrounds, play streets, and recreation centers in Philadelphia, as well as the development of its suburban and semi-suburban neighborhoods within the city limits, it seemed a fair conclusion that many of the boys would be adequately provided for with respect to play facilities in the neighborhood of their Philadelphia homes while vacationing with relatives. It also seemed to be desirable to check carefully homes outside of the Philadelphia area, heretofore unquestioned, to which boys have been going for the summer vacation. During the past summer 170 boys were permitted to spend their vacations in Philadelphia homes. A good start has already been made on the program of visiting homes outside the city.

Discovery was made this year that in cases where a boy's father had met death through an industrial accident or from war wounds, the amount of compensation accruing to the boy was legally required to be turned over to the guardian, in this case the Board of Directors of City Trusts acting for the City of Philadelphia as Trustee, to be held for the boy.

During 1937 the percentage of boys dismissed because they had completed their courses or had become eighteen years of age dropped slightly to 70.9, although this figure is at least average for the past ten-year period. Failure in scholarship again contributed somewhat more than 10 per cent of dismissals and unfavorable conduct accounted for 12.7 per cent. The latter is an average figure for the past five years, but an increase from the year before. Appendix H provides a

more detailed analysis of dismissals with comparative figures for the preceding four years.

As part of our improved personnel program with its emphasis on attention to the individual boy, a Committee on Review and Dismissals has been formed under the chairmanship of the Superintendent of Admission and Discharge. This committee, which will begin its active work in 1938, will doubtless contribute to salvaging many cases of unsatisfactory scholarship or conduct.

In connection with dismissal and placement Mr. Macy foresees the need of improved senior orientation and a more carefully organized guidance program. Certainly much has been done in these fields, and the guidance program at Girard is probably as near complete as it is anywhere, but much still remains to be done. Mr. Macy says that he has been "impressed no little with the increased ease of manner and friendliness shown by graduating seniors as a result of their Allen Hall experience. A number of alumni have likewise been impressed, and all conversation with the boys themselves indicates that such an experiment is entirely satisfactory. Indeed, it is our hope that this plan be extended to other classes of the High School, with accompanying emphasis on self-discipline and a program of guidance."

Fortunately, Girard boys have built up a reputation for honor, willingness, cooperation, and versatility. Yet it has not been an easy task to place alumni during the depression. Employment activity seemed somewhat spotty throughout the year, with peaks appearing in January, May, June, July, and early October. Appendix I shows the placement statistics for 1935, 1936, and 1937 by months. The 1353 cases represented should provide interesting material for research. Facts such as the number of times a boy changed positions within one to three years, and the reasons for such changes, would indicate the effectiveness of the placement job and the probable need of more vocational guidance.

THE HEALTH SERVICE

There are a number of indications that the general health of the College improved in 1937. One is the comparatively low daily census for the Infirmary, which was 23.5 for 1937 as compared with 31.4 in 1936. The spreading of contagious diseases has been held down, and the frequency of respiratory infections has been lessened. There were seven cases of appendicitis as compared with sixteen cases of last year. All required operations and the patients recovered. In thirty-five consecutive years no death has resulted from this acute surgical condition. Unfortunately, one boy, Roger Cannon, died this year of lobar pneumonia.

The medical and dental departments, which were previously directly responsible to the President of the College, have performed their tasks well, but the President thought that a unification of these services under one head would remedy a certain lack of coördination and integration and would afford closer coöperation with other departments of the College. Your Board approved the use of the term *Health Service*. This term not only indicates the nature of the unified control, but also reflects our recent and increasing interest in preventive medicine and dentistry. Dr. Edward L. Bauer's title was changed from College Physician to Director of the Health Service. Dr. Bauer had previously instituted many reforms in the Infirmary, and he assumed his slightly expanded duties with an interest and willingness that augur well for the success of the new unit.

It may be recalled that the President, in his report for 1934, called attention to two changes that had been suggested by the College Physician: the first, the introduction of a cumulative system of records giving more accurate information concerning each boy's hereditary and birth influences, environmental and disease effects upon him before his admission, a careful scientific evaluation of his physical make-up, and his complete medical history after admission; the second, the

introduction of a laboratory. The laboratory was established in 1935, but Dr. Bauer remained without proper clerical help. In February, 1936, Dr. Herrick reported again on the need of a file clerk and secretary in the office of the Infirmary to handle the detailed work of records and case histories. Years ago records were not kept and between 1921 and 1934 they were inadequate. Since 1934, because of the lack of clerical help, the records have been made and preserved in a somewhat primitive fashion, and until a few months ago they were considerably in arrears. Under the circumstances, the addition of a clerical assistant to the Health Service has played no small part in increasing its effectiveness. For example, the Department of Student Personnel is interested in boys as individuals. A prerequisite in making a thorough study of any single boy is his health record, and it is now possible to obtain up-to-date information in that important matter for any boy in the College.

Interest is occasionally expressed concerning the cost of the Health Service. At this writing figures for 1937 are not complete, but a study of the figures for 1936 is given in Appendix J. Appendices K and L provide the usual medical and dental statistics.

INCOME AND THE BUDGET

The preparation of the annual budget is less simple today than it was formerly. Because of the present limited income, it has been necessary to curtail what were felt to be normal expenditures in order to stay within the limits of our estimated resources. In former times it was not a particularly difficult task to formulate these budgets as the income was sufficient to support them, but the current curtailment of income has made budget making a more involved task. The time and energy spent during the latter part of 1937 in the preparation of the 1938 budget far exceeded the efforts spent on previous budgets. It should be pointed out that the present setup of our budget provides for the year's operating expenses

only and does not include reserves for inevitable depreciation. Thus, without definite reserves upon which to draw for the replacement of capital equipment, the entire expenditures of operation and replacement must be made to fit into the estimated income of the current year. This naturally adds to the difficulty of forming a sound budget. It would probably be wise to follow the example of many industrial plants and utilities and set up a reserve fund for replacements.

The budget for 1938 was prepared before it was possible, for a number of reasons, to arrive at a satisfactory estimate of available income. However, since it was known in advance that this income would probably restrict our efforts for 1938, a budget was made up to provide for whatever was considered necessary and desirable, and at the same time there was prepared a list of items that could be sacrificed with less difficulty and with greater economy than others. Unfortunately, most of these items had to be eliminated from our plans for 1938. One teaching position in the Junior School was discontinued. The purchase of new linoleum, furniture, draperies, and pictures in some dormitory buildings, as well as certain minor repairs and the relaying of some floors had to be foregone. Among other items, the plans to replace some obsolescent machinery used for instruction purposes in the Mechanical School, to purchase some new "parkas," to provide new dress uniforms for the Band, and to enlarge the Camp and lengthen the vacations there by undertaking a supervised boys' work program were given up. No educational service of first importance was sacrificed, however, and the salaries and wages of our staff were not affected.

It is possible that at some more auspicious time consideration will be given to a revision of our retiring allowance and group insurance plans, and that they may be placed upon a contributing and contractual basis.

BUSINESS OPERATIONS

That Girard College is a large business enterprise may be learned from the fact that this year 9,563 trucks passed through its North Gate alone with deliveries of various kinds.

In the President's Report for 1936 the peculiar fitness of Mr. William Jamison for the position of Business Manager was pointed out. The office was established on December 1, 1936, and has now been operating successfully for a little more than a year. It integrates all business functions of the College, and it participates in such diverse activities as purchasing, property inventory, storeroom management, and budget accounting. No finer coöperation has been noted by the writer than that within the triumvirate composed of the Business Manager, the Superintendent of Domestic Economy, and the Engineer, who have the effective running of the physical plant in their charge.

The purchase of supplies is a major function of the Business Manager. In this connection certain fundamental policies have been adopted and followed:

1. Centralized system of purchasing.
2. Open competitive bidding.
3. Constant development of new and first-hand sources of competition.
4. Constant revision of basic specifications, including where possible standard specifications of the Federal and State governments and all recognized trade associations.
5. Standardization and simplification.
6. Proper system of inspection on receipt of all supplies.
7. Reducing to a minimum the element of speculation.

In a period like the present we ought to scrutinize and evaluate everything that we do. With this in mind we made an effort to determine whether any other system of buying clothing would be more advantageous. For a variety of reasons the present method of purchase and manufacture, which was devised about 1911, appears to be superior to any other. Similar reviews were made of the bakery, laundry, and shoeshop

operations to determine whether it was sound to continue these functions as part of the internal operation of the College, or whether they should be discontinued and similar services obtained from the outside. The results of these studies would indicate that the cost of these services is appreciably less as they are now functioning within the College than the cost of purchasing similar services from the outside.

It is a fundamental operating policy that all the physical property of an institution should be recorded in inventory records. With the establishment of the function of Business Manager we found that the accounting for the physical property of the College left much to be desired. In a few divisions of the work proper inventories were being maintained, but in other divisions they were relatively meager or non-existent. For the past year the Business Manager has been devoting much time to establishing adequate inventory records. The problem has been complicated by the recent expansion program of the entire College. At the same time, however, this expansion program makes proper inventory records more necessary than ever.

There is in course of preparation a separate set of floor plans of all buildings in the College in order to aid its officials not only in accounting for the property and equipment within the buildings, repairs, and other maintenance, but also in utilizing efficiently the space within the buildings for such purposes as the housing of employed personnel and the storing of supplies and equipment. As congestion within the College becomes greater, the need for making the best possible use of all space becomes increasingly obvious.

It is interesting to note that total expenditures in 1937 for repairs to buildings, heat, light, power, grounds, garage, water, gates, and watchmen were \$210,018.22 or over fifty thousand dollars less than in 1928, when these costs were higher than at any other time. This decrease of almost a fifth has taken place despite the fact that since 1928 the House

Group, the three residences, the Junior School, the Chapel, and the Library have been added to the campus.

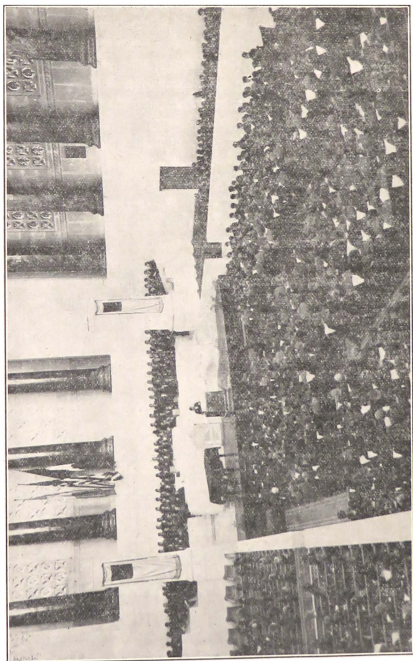
In every activity of the staff the welfare of the boy is of first importance. One proof of this in the work of the Engineer was the installation during the year of anti-scalding valves in the boys' shower rooms of the dormitories. These provide against the contingency of a sudden failure of the cold water and the consequent release of unmixed scalding water while a group of twenty or thirty boys are under as many shower outlets.

The annual per capita cost for subsistence calculated on the basis of boys only, numbering 1727, was \$150.54, or \$.4561 per day. If, however, all the officers and employees who are entitled to meals be included (boys 1727, officers and employees 355, total 2082), the annual per capita cost is \$124.87 or \$.3784 a day. The per capita cost a day for 1936 was \$.4405 for boys only and \$.368 if others be included, an increase for 1937 of \$.0156 and \$.0104 a day respectively. In this calculation, as in former years, proper allowance has been made for vacation periods.

The total ordinary expenditures in 1937 for the maintenance of Girard College amounted to \$1,713,568.10. The average number of students maintained was 1727, and the annual cost of maintenance per capita was \$992.22. The per capita cost for the year 1936 was \$967.49. It is to be noted, of course, that these figures indicate expenditures for all phases of the work of the College including the schools and the home life of the students.

CHARACTER EDUCATION

The most dangerous men in organized society are the intelligent knaves. Referring to such clever, selfish men as exploiters of any form of society a recent writer says: "In a despotism they wheedle the despot, in a democracy they flatter and outwit the masses, in a bureaucracy they intrigue.



A MORNING CHAPEL SERVICE

No Utopia is immune. A good society will not be just invented or discovered. It must be forged from the quality of the lives men live in it."

Girard College continues to stress character training. It believes in inculcating right purpose while it is training the mind. By no means does this imply a compromise of a sturdy intellectual training. There is no reason why it should, even though a few schools and colleges may speak much of character training in order to cover up other deficiencies, as the football coach who boasted when his team was winning most of its games and talked about the character-building merits of the game when his team was suffering a series of defeats.

The Chapel continues to play its part in Girard's character-building program. Appendices M and N give a list of those who made Sunday addresses in the Chapel during the year and who spoke at anniversary celebrations and commencements. They again indicate the interest in the Girard program of a large number of outstanding laymen not connected with the College. Among these are judges of the courts, prominent physicians, lawyers, business men, and educators. The laymen of the community have felt laid upon them a sense of obligation for religious instruction in Girard College, which has brought to these services sincere consecration, and a high order of talent. To these men we owe a debt of gratitude for their contribution of a sort that only those coming from the outside can make.

It is universally recognized that the alumni of the College have been successful. Many individuals who have achieved distinction could be singled out for mention. On the other hand, a recent study testifies to the success of the Girard program because of the small criminal record of the alumni. It is interesting to note that virtually none of the few with criminal records completed the full course but left prior to graduation, usually for malconduct.

More than twelve thousand alumni have already gone out

into life to noble living and successful accomplishment in commercial, industrial, and professional positions. What would these boys have become as members of society, and what measure of success in life could they have achieved, had it not been for this institution ? One might take this question, limit it somewhat, and restate it as follows: "Has Girard College made any contribution to the problem of social delinquency?"

The whole problem of social delinquency is really one of juvenile delinquency. Few criminals have not been juvenile offenders in one way or another. Figures of the Federal Bureau of Investigation indicate that almost 60,000 minors were arrested during the first nine months of 1936 and that these 60,000 represent 17 per cent of all arrests made during the period. Almost half of those arrested for stealing automobiles were under 21 years of age. At this moment approximately one out of every 600 persons in this country is serving time in a federal prison, a state prison, a jail or a reformatory. Forty per cent of this large group of 200,000 are between the ages of fifteen and twenty-five, with the eighteen and nineteen-year-old youths contributing the greatest number of offenders.

In a study prepared by Nathaniel Cantor under a grant from the General Education Board to the American Council on Education, the following factors for making criminal careers are set forth: bad home conditions, low intelligence, misdirected gangs of boys, idleness, bad health, lack of moral training, dull schools, poverty, cheap movies, and lack of work. In combating these factors that make criminal careers, Girard has certain methods and procedures.

"Bad home conditions." Even the most extreme proponent for keeping the boy in his family rather than placing him in a large boarding school would hardly attempt to maintain his position if he knew that the home conditions were bad. It is certainly true that most of our boys come from homes where there has been no delinquency, but for a minority Girard College provides, without doubt, a saving environment.

As a matter of fact, every boy in Girard College comes from an environment where there exists one of the most important factors that make for "bad home conditions." This is the broken family. The Girard boy comes from a family broken by death, one in which the surviving parent, under the Will's requirement of poverty, must be a wage earner as well as a mother.

None of the incentives for crime are present at Girard. Here are no maladjusted parents or insecure home life, which contribute more than most other environmental factors to the instability of a growing child. Here instead is a roadway that, unlike the course of empire, eastward takes its way. The little boy who enters Girard at the age of six, seven, eight, or nine first lives in one of the six houses at the west end of the campus. This is the famous House Group where a boy lives with approximately twenty-five others in a house that is self-contained and that furnishes a transition from the life of the home to congregate life. As he moves eastward from one dormitory house to another, he advances along the main road of the campus, which is in one respect less than one mile long but which in another respect is more than nine years long, until, after living for three years or more in one of the upper halls, he reaches Allen Hall, which houses the graduating class, a house with double rooms that affords its boys more responsibilities and freedom and a transition from the congregate life of the College to life outside. It is a long road that cuts its way through the campus. Its homes, we believe, offer good home conditions.

"Low intelligence." The relation between intelligence and delinquency is debatable. We have conflicting evidence upon this question. In selecting the more intelligent boys at Girard we may be accepting as many potential criminals as would come to us from an unselected group. Our selective admission system challenges the best efforts of a psychologist, a physician, and others of the staff. As a result, we probably get the more educable and more promising of the underprivileged

group. We work with these, not because of an unwillingness to work with less promising boys but because we must make a selection from those who apply.

"Misdirected gangs of boys." At Girard a boy lives and develops in a controlled environment which is favorable for later success. This does not mean that there is no room for gang activities, for there must be such activities in the life of every healthy American boy. It is the job of our educators to see that these gang activities are turned in the right direction under vigilant guidance that does not have the appearance of interference or frustration. Numerous clubs, the Boy Scouts, organized sports, and hobbies of all sorts provide wholesome outlets for the gang spirit.

"Idleness." A recent writer (Earl S. Rudisill, "Moral Training," *Studies in Honor of Lightner Witmer*, 1931) has said, "Leisure is a privilege and a threat. Most people are relatively safe only when asleep or at work." The motto of Stephen Girard was "To rest is to rust." A month before he died he said: "When Death comes for me, he will find me busy, unless I am asleep. . . . If I thought I was going to die tomorrow, I should plant a tree nevertheless today." This philosophy has profoundly influenced Girard College. It is a busy place. The devil finds here but few idle hands. When the phrase "education for leisure" became popular a few years ago, authorities at Girard paid no attention to it, for they had been carrying on "education for leisure" for years. Education at Girard means hard work because of high standards, and in this connection it may be well to recall Woodrow Wilson's definition of character as "a by-product of hard work, honestly performed." But leisure time at Girard is not idle time: it is filled with wholesome and constructive activities.

"Bad health." Defects of nutrition and poor physical condition are perhaps less significant as reasons for delinquency than we have been led to believe. Nevertheless an abiding belief in the creed "A sound mind in a sound body,"

as expressed by a Roman poet, leads us to maintain a Health Service of which we feel proud. We want our product to be a healthy citizen as well as an intelligent and a moral citizen. We think that a product of this type will know what is "cricket" and what is not.

"Lack of moral training." Girard is most certainly interested in moral training and in a well integrated program of living—that is, living on all cylinders. We are not interested in training intelligent knaves.

"Dull schools." No one other than the student himself can pass on whether the school and the teacher are dull. One is tempted to enter upon a digression concerning school motivation, but we may drop this matter by saying that with a sanely progressive program we attempt at Girard to make our formal school work anything but dull.

"Poverty." When a boy enters Girard he becomes at once the son of a rich father and, until he leaves the school at least, his days of poverty are over. His living standards are raised. What he expects to gain from life gradually becomes definite. This development is of small moment in comparison with the other changes that the boy undergoes. Heredity sets the limits within which an individual may develop. It is a fixed thing. We can do nothing about it either for ourselves or for those with whom we are working. On the other hand, environment determines how far the individual may develop within those limits. This is something that we can do a great deal about. At Girard we have been trying to create the environment which will produce healthy, wholesome, keen-minded citizens.

"Cheap movies." Here is an environmental feature of no little importance. Needless to say, our weekly movies and other entertainments are carefully selected.

"Lack of work." Our policy of thoroughly training the boy in some trade of his choice and of giving him some vocational information and guidance prior to his selection of a vocation prepares him to meet the employment problem.

It is the Girard plan, as carried out by the Department of Admission and Discharge, to assist the boy with placement, and give counsel during the adjustment period following his departure. This has contributed in no small way to the progress which our boys make on the outside. It is significant to note that even during the height of the depression a relatively small number were without a gainful occupation. A visit to the home to which each boy is to return is made prior to his graduation, and possible difficulties are noted. In the light of this information, the boy is interviewed and counselled on all points of importance. A cumulative record card is used as our follow-up program in the home and with the boy on the job progresses. Every effort is made to reach each boy directly or indirectly every six months for at least five years following the time he leaves Girard.

The conspicuous success of a considerable number of the alumni and the small criminal record of the whole group have been referred to. Yet the writer is impressed less by these than he is by the high average of the Girard College product. The small criminal record of the alumni group is simply a desirable by-product of a program built with other ends in view. Moreover, the outstanding alumni of most educational institutions would have been outstanding men regardless of where they had been trained. But the high average among our alumni so far as character and general worthiness are concerned and the high average of their accomplishment are impressive.

ALUMNI

Under the leadership of Mr. John A. Diemand the Alumni Association has had a year of progress and of renewed interest in the work and welfare of the College. Founder's Day, in which the alumni had a larger measure of participation than heretofore, was celebrated on May twentieth. Mr. Diemand delivered the anniversary address at the main meeting in the

afternoon at which Dr. Thomas A. Shallow gave the introductory address, and earlier in the day the boys of the College heard Mr. Lawson S. Earl of the class of January, 1926. Other organizations of alumni in Philadelphia and in other cities have continued their activities.

For five years following his graduation our Department of Admission and Discharge keeps in touch with each alumnus. To select only one example, it may be of interest that in the last five months of the year 250 boys who left us between 1934 and 1936 inclusive were visited, and that 86 were in mechanical and 78 in clerical employment. Forty-three were in employment of various types not to be classified as either mechanical or clerical. Ten were attending college as full-time students and sixty-one were attending evening schools and otherwise continuing their education. Fourteen were married.

By contrast, a glance at one of the older classes may not be inapropos. This spring the class of May, 1897, celebrated its fortieth anniversary with a dinner at a club in Philadelphia following the Founder's Day celebration at the College. Knowing of the writer's interest in this class, one of its members, himself a leading member in the best known firm of certified public accountants in this country, wrote him: "We had a fine time together. Out of the twenty-eight men who graduated in our class (fourteen of the original forty-two fell by the wayside during the three years in what was then called the Fourth Form) six have died during the past four years. Of the remaining twenty-two, fifteen were present at the reunion and regrets were received from five others who were prevented by distance (one is the chief engineer of an ocean-going steamship), ill health, or other cause from attending. Two of those who did not fully complete the course, but whose interest in the class has been maintained, were also present.

"Just a few of the high spots of what came out in the course of our discussion of the experiences and such accomplishments as the class has to show may be of interest to you.

"Two of our members studied for the ministry. One of

them is at the present time pastor of a large Presbyterian Church in Norristown, Pa.; he has been Moderator of the Presbytery and also a commissioner to one of the General Assemblies of the Presbyterian Church. The other turned eventually to college teaching and is at the present time director of extension teaching at Syracuse University. It is also interesting to know that the son of the latter is the valedictorian of the class graduating at Syracuse this year. One member of the class is a member of the faculty of one of Philadelphia's high schools.

"Another man is president of the Northern Trust Company, one of Philadelphia's financial institutions of long and honored standing. Still another is assistant secretary and assistant treasurer of the Denver and Rio Grande Western Railroad Company. Another is president of an important industrial company in Baltimore, the stock of which, while not listed, is, nevertheless, held to a considerable extent by the public. These are a few illustrations of satisfying accomplishments in the business and financial world which were mentioned.

"The class furnished the president of the Alumni Association for some years and has provided two Founder's Day speakers.

"At least three members of the class have rendered civic services as members of Board of Education over a period of years; still another served a number of years as a member of Council in the community in which he lived.

"During the World War, despite the fact that our class was already beyond the draft age, three were in service. One who had enlisted years before in the ranks, but who earned a commission by passing the required examinations, was a colonel of cavalry, another was captain of engineers, and still another, who was a top sergeant in the New York National Guard, was in the trenches with the Rainbow Division.

"In addition to the recounting of the individual experiences of the last forty years, business, personal and otherwise, some attention was given to the developments which had occurred

in the life, activities, administrative policy and buildings of the College during the past four decades."

In this connection, attention may be drawn to the section of this report entitled "Character Education" in which the high average contribution to their communities made by the Girard alumni is referred to. It recalls also the many letters received from grateful mothers of Girard boys. "Words seem so small to express my appreciation" and "My only wish is that my son will always live up to the ideals that Girard College has taught him" are sentences selected more or less at random from two of those received this year.

A slight decrease in the number of graduates in colleges and universities this year was more than compensated by a 25 per cent increase in the number enrolled in night schools. Fifty-eight are in 23 colleges or universities, 16 being at Temple University, 5 at the University of Pennsylvania, and 4 each at Drexel Institute and Pennsylvania State College. In all, 24 boys are receiving financial help from Girard, mostly through the Alumni Loan Fund, to carry on their work. Letters of reminder to debtors to the Alumni Loan Fund have been mailed to the boys who have completed their college courses and they have brought satisfactory results. Three special scholarships came to our attention during the year, and further study is being made of opportunities for self-help in colleges.

Records of Girard boys in college are gratifying. Of the subject grades on the reports turned in for the semester ending in June, 81 were "A's," 117 "B's," 108 "C's," 20 "D's" and eight failures. A survey was made of grades for the subjects in which they obtained their groundwork at Girard, and the results for each subject closely follow the general ratios.

CONCLUSION

The College has had an interesting year, which its staff hopes has been one of real progress. The faculties of the schools and the household staff have strengthened their work,

particularly in directing greater emphasis upon attention to the individual boy and his needs. In this effort they have been aided by the Department of Student Personnel, which was established during the year and which has already proved its value to the College. The library service and the work of the elementary schools have been extended through the opening of the library-laboratory in the Middle School. The summer school offering has been much improved; and the smaller instructional units of the regular academic year, especially the remedial classes, have made advances. The reorganization of the Department of Admission and Discharge, made necessary largely by the retirement of its Superintendent, has been accomplished without any impairment of its efficiency as an office admitting new boys and carrying on job-placement and social service work. Some of our business procedures have been carefully restudied. Our medical and dental work have been coördinated into the newly established Health Service. The centering of our activities in the life of the individual boy has gone forward, and there are evidences of this in the lengthening of the summer camp period, the doubling of the number of our Boy Scouts, and the development of our program of character education. Perhaps the most significant innovation of the year has been the use of the recently named Allen Hall as a dormitory house for the graduating class, with different physical arrangements from those of the other upper houses and with larger freedom and greater responsibilities for the boys themselves. The success of this experiment has been greater than was predicted, and it suggests some possible future developments within the College that are worthy of serious consideration.

Our school and household staffs will continue to maintain in our boys a correct balance, a gentleman's balance, between excessive self-expression and too much discipline, and between competition and coöperation. We do not want our boys to become, on the one hand, egocentrics, introverts, and bores, or, on the other hand, uninteresting rubber-stamp products

without individuality. We shall make every effort to avoid the faults of institutionalism, which have hampered the work of many schools, and the faults of mass handling and mass education, which have impaired the effectiveness of American education in general.

Education, like medicine and economics, has found itself one of the popular fields for discussion during the past decade. The expert in his field is usually cautious, but those less expert are quite willing to explain the problems of cancer research, the causes of the depression, or the way "to teach the young idea how to shoot." In these discussions over-simplification of a problem is the vogue. A good example of this appears in one of the December issues of a popular pictorial weekly, where it is stated that the movement toward vocational education "has reached the point where every United States city must soon decide whether it will teach its boys and girls cultural subjects or teach them to use their hands." The uninformed reader is likely to believe this statement and to infer that of these two alternatives vocational education must be chosen. As a matter of fact, no choice of either cultural or vocational education to the exclusion of the other is necessary. Girard for a decade or two has pointed the way. We may feel sincerely proud of the fact that in a unique manner Girard prepares its boys with basic work in English, foreign languages, mathematics, sciences, and social studies to enter American colleges and universities, and at the same time offers them mechanical or commercial preparation for the very important business of making a living.

As this conclusion is being written, Dr. Cheesman A. Herrick, who retired from the presidency of the College in August, 1936, is completing a trip around the world which all of us trust has been a refreshing and fruitful experience for him. May the evening of his life, in which he will prosecute plans for further research and writing, be full of years and happiness! Certainly his active administrative life was so rich in thought and in literary production that the new leisure prom-

ises an evening in which "the sky is filled with stars, invisible by day."

The writer, who has been connected with Girard College for only a year and a half, cannot conclude this report without commenting on the unusual spirit of helpfulness and of patience with a newcomer displayed by both the staff of the College and the members of your Board. This coöperation has been very encouraging. To both the Board of Directors and the staff the writer feels that he cannot adequately express his deep sense of gratitude.

Respectfully submitted,

MERLE M. ODGERS,
President

APPENDIX A

CHANGES IN STAFF IN 1937

RESIGNATIONS

FLORENCE SINGLES, R.N., Night Nurse	January 31
FREDERICK W. BROBYN, A.M., Housemaster	January 31
MARION MERCER, Governess	January 31
IRMA G. LAWYER, A.B., Governess	February 12
ARMIN T. FELLOWS, D.D.S., Assistant Dentist	February 28
STEPHEN W. CORNELL, B.S., Housemaster	March 29
FORD W. STEVENS, D.D.S., Head Assistant Dentist	June 30
RICHMOND P. MILLER, A.B., Assistant to the President	August 31
CORDELIA BECHTEL, A.B., Teacher	August 31
MARY SWAN, A.B., Teacher	August 31
CRISSIE M. WILSON, Teacher	August 31
FRANK V. BREWER, B.S., Relieving Housemaster	August 31
RALPH H. BLODGETT, B.S., A.M., Ph.D., Post High School Teacher	September 1
DOROTHY M. SHELMIER, B.S., Assistant to Superintendent of Admission and Discharge	October 1
MARTHA B. MCHENRY, B.S., Governess	October 17
JAMES J. HAGANS, A.B., Relieving Housemaster	November 7

RETIREMENTS

MELLIE V. SHULER, R.N., Nurse	April 15
FRANCIS F. SHOEMAKER, Relieving Housemaster	April 30
ADA R. TAYLOR, Teacher, Junior School	August 31
MARY E. TEMPLIN, Teacher, Junior School	September 5
LAURA C. ESHLEMAN, Teacher, Middle School	November 30
CHARLES M. COOPER, Teacher of Printing	December 31

DEATHS

E. RECTOR LAWRENCE, A.B., B.S., Teaching Housemaster	January 19
HENRY K. SEELAUS, M.D., F.A.C.S., Consulting Surgeon	February 14
KATHRYN V. LEMMO, Retired Teacher, Middle School	February 14
MALCOLM G. WRIGHT, A.B., A.M., Ph.D., Teacher of French, High School	July 1
ADELE C. CASE, Retired Governess	July 11

APPOINTMENTS

JULIET STACKS, Substitute Governess	January 8
EDWARD M. TWITMYER, A.M., Ph.D., Director, Department of Student Personnel	February 1

LAUREN H. SMITH, B.S., M.D., Psychiatrist	February 1
ELIZABETH J. SMYTHE, R.N., Night Nurse	February 1
ANGIE LEAH GAUSE, Substitute Teacher	February 1
JACK SWEEL, B.S., Housemaster	February 8
FRANK V. BREWER, B.S., Relieving Housemaster	February 8
DAVID C. WOLSTENHOLME, B.S., Playground and Recreation Teacher	February 8
WILLIAM R. LANDRUM, A.B., Housemaster	February 15
GEORGE CURTIS PRITCHARD, B.S., Assistant Superintendent of Admission and Discharge	February 15
J. HUBERT STICKLER, D.D.S., Assistant Dentist	March 1
GORDON W. WILLIAMS, B.S., Housemaster	March 13
LOUIS D. ENGLERTH, M.D., F.R.C.S., F.A.C.S., Consulting Surgeon	April 9
M. ARNOLD DAFFIN, Substitute Teacher of Printing	April 19
ALBERT A. DONZANTI, D.D.S., Assistant Dentist	April 30
ALFRED L. EICHELBERGER, B.S., Relieving Housemaster	May 1
JOHN D. MYERS, A.B., Housemaster	May 1
FRANCES ADAMS, B.S., M.A., Teacher	September 1
LEAH MEGILLIGAN, B.S., Teacher	September 1
JANICE M. SARGENT, B.S., Teacher	September 1
FRANCES MCCULLOUGH, B.S., Assistant Librarian	September 1
A. ELEANOR WILDMAN, A.B., A.M., Teacher	September 1
ELIZABETH LIVINGSTON, Substitute Teacher	September 1
O. KENNETH FRETZ, A.B., Housemaster	September 7
JAMES J. HAGANS, A.B., Relieving Housemaster	September 8
E. DOUGLASS BURDICK, A.B., A.M., Ph.D., Teacher, Post High School	September 16
W. WENDELL CLEPPER, A.B., Field Representative	October 1
ROBERT L. ROBERTS, B.S., Relieving Housemaster	December 1
CHESTER B. SWEIGART, B.S., Housemaster	December 6

TRANSFERS

MORRIS WOLF, A.B., A.M., Ph.D., Teacher of Social Studies to Head of Department of Social Studies	February 1
S. HERMAN MACY, A.B., Assistant Superintendent of Admis- sion and Discharge to Acting Superintendent	February 1
GEORGE P. BRAYERTON DIAMENT, B.S., M.S., Playground and Recreation Teacher to Teacher of Corrective Gymnastics	February 8
EDWARD L. BAUER, M.D., College Physician to Director of the Health Service	April 2
OLIVE BROWN, R.N., Head Nurse to Directress of Nurses	April 2
EMIL ZARELLA, A.B., Teaching Housemaster to Senior Housemaster	September 1

ULA W. ECHOLS, Children's Librarian to Teacher-Librarian, Middle School	September 1
MARY L. SMYTHE, Assistant Librarian to Children's Librarian	September 1
CHARLES T. CUNNINGHAM, B.S., Housemaster to Teaching Housemaster	September 1
MILDRED H. SHERTZER, Clerk, to Secretary to the Superintendent of Admission and Discharge	October 1
H. BERYL INGRAM, Secretary to the Vice-President to Secretary to the Supervisor of High School Instruction	October 1
SIDNEY CONNOR, A.B., Relieving Housemaster to Teaching Housemaster	January 1, 1938
M. ARNOLD DAFFIN, Substitute Teacher of Printing to Assistant Teacher of Printing	January 1, 1938
JOHN C. DONECKER, Secretary to the President to Assistant to the President	January 1, 1938
WILLIAM C. ELDRIDGE, Assistant Teacher of Printing to Teacher of Printing	January 1, 1938
J. S. F. RUTHRAUFF, A.B., A.M., Teaching Housemaster to Teacher of Foreign Languages	January 1, 1938
GERTRUDE Z. SAGAR, Clerk, to Secretary to the President ..	January 1, 1938
JOHN H. SMITH, Clerk, to Assistant Superintendent of Domestic Economy	January 1, 1938
MAGDALENE SUTER, R.N., Assistant to Directress of Nurses to Assistant Directress of Nurses and Anesthetist	January 1, 1938
EMALYN R. WEISS, A.B., A.M., Clerical Assistant to Assistant to the Director of Student Personnel	January 1, 1938

APPENDIX B

INTERSCHOLASTIC SPORTS SUMMARY

	Won	Lost	Tie
Swimming	6	3	
Baseball	6	5	1
Track	6	3	
Soccer	6	3	1
Basketball	2	9	
Gymnastics	2	5	
Total	28	28	2

APPENDIX C

LECTURES AND ENTERTAINMENTS—1937

Friday, January 8:

Dramatic Recital—

“David Copperfield”

Phidelah Rice

Friday, January 22:

Concert—

Dr. Thaddeus Rich and Associates

Friday, February 5:

Lecture—

“The Editorial Page”

Don Rose

Friday, February 19:

Illustrated Lecture—

“The Philippines and Islands of the Pacific”

H. C. Ostrander

Friday, March 5:

Concert—Curtis Institute of Music

Woodwind Ensemble, and Miss Jane Shoaf, Soprano

Friday, March 19:

Illustrated Lecture with Motion Pictures—

“Monarchs of the Air”

Captain C. W. R. Knight

Friday, April 2:

Travel Lecture—

“The Scandinavian Countries”

Michail Dorizas, Ph.D.

Friday, April 16:

Bird Song Recital—

Edward Avis

Friday, May 21:

Travel Lecture—"Six Months by Automobile in the
United States and Mexico"—

Cheesman A. Herrick, Ph.D., L.L.D.

Friday, October 15:

Illustrated Lecture—

"Native Alaska"

Simeon Oliver

Friday, October 29:

Hallowe'en Entertainment—Magic

Sheetz, the Magician

Don Rodgers

Friday, November 19:

Illustrated Lecture—

"A Ship and Ashore"

Don Rose

Friday, December 3:

Declamation Contest—

Members of the Senior Classes of Girard College

Thursday, December 16:

Christmas Concert—

Musical Organizations of Girard College

Friday, December 24:

Christmas Eve Entertainment—

"Why the Chimes Rang"

Haines' Marionettes

APPENDIX D

GIRARD COLLEGE CAMP STAFF

Superintendent of Camp	Archibald Ralston
Camp Physician	John F. Keithan, M.D. Gene B. Haber, M.D.

COUNCILORS

John R. Brown	Herbert W. Horner
David K. Burkhart	John B. Kirkpatrick
Wendell W. Clepper	Robert A. Livingston
Alexander Davit	Francis A. Neibert
Lawson S. Earl	Mark S. Rice
Alfred Enoch	William O. Stevenson
John P. P. Heimbecker	Rexford E. Tompkins
Russell Hess	Glen M. Weakley
Joseph M. Hewlett	Juan de Zengotita

APPENDIX E

STAFF OF SUMMER SCHOOL—1937

Principal	Dr. William E. Burkard
Supervisor of Handwork	Viola R. Collins
Tutor for High School Subjects.....	Iredell L. Aucott
Tutor for High School Subjects.....	John Diehl
Tutor for High School Subjects.....	Nathaniel Krassenstein
Tutor for High School Subjects.....	Matthias H. Richards
Tutor for High School Subjects.....	Charles C. Smith
Auditorium Teacher	Alberta Schenbecker Lewis
Shop Teacher	Earl D. Springer
Accompanist.....	Louis C. Doelp

TEACHERS OF RECREATIONAL ACTIVITIES

George J. Epley	Oscar M. Havsy
George W. Harlow	James J. Lamond

ELEMENTARY SCHOOL TEACHERS

TUTORS

Laura E. Harman	Lillian A. Reece
Freda W. Thomas	

BOOKWORK

Edna L. Adams
Ernest A. Choate
Charles K. Hay
Bessie S. Husted
K. Adessa Martin
Gladys Montgomery
Bertha B. Wagenhurst
Elsie S. White

HANDWORK

Frances H. Biester
Eleanor T. Crouse
Cornelia C. Derrickson
Gertrude M. Ehinger
Dorothy G. Finkbeiner
Irene D. MacMillan
John T. Mladjen
Florence M. Smith
Christina Z. Vecchione

APPENDIX F

SUMMARY OF LIBRARY STATISTICS BOOK CIRCULATION ACCORDING TO CLASSES

	Main Department		Children's	Total	Total
	Boys	Adults	Room	1937	1936
General Works.....	11	74	50	135	192
Philosophy	79	286	6	371	327
Religion.....	50	118	226	394	427
Sociology and Education	776	1023	3102	4901	5049
Philology.....	55	49	123	227	275
Science	655	304	1029	1988	2359
Useful Arts.....	1254	415	1402	3071	3147
Fine Arts.....	1252	620	1008	2880	2984
Literature	1550	1091	306	2947	3077
History.....	901	450	994	2345	2733
Travel	324	501	414	1239	1746
Biography	848	552	657	2057	2323
Fiction	11873	4501	9810	26184	25883
Periodicals	250	15910	0	16160	16368
Total Circulation.....	19878	25894	19127	64899	66890
Main Department Circulation..	{ Boys.....			19878	21915
	{ Adults.....			25894	25447
Children's Room Circulation.....				19127	19528
Grand Total book circulation.....				64899	66890

ATTENDANCE IN THE LIBRARY

		1937	1936
Main Department attendance..	{ Boys.....	65716	64405
	{ Adults	3496	3210
Children's Room attendance.....		19803	21008
Grand Total attendance.....		89015	88623

BOOKS ADDED TO THE LIBRARY

Non-Fiction	1818
Fiction	992
Periodicals (Bound volumes)	70
Total number of volumes added to the Library in 1937.....	2880
Total number of volumes discarded in 1937	637
Total accessions to date.....	65876
Total unaccessioned bound volumes to date.....	6847
Total discarded and lost to date	11666
Total approximate number of volumes in the Library in 1937.	61057

APPENDIX G

A STUDY OF A COMPARISON OF THE BOYS ADMITTED TO GIRARD COLLEGE SINCE 1895 (ALSO FOR PAST 15 YEARS.)

By County Showing Philadelphia County as an Index of One Hundred

County	Number Admitted 1895-1936	Index	Rank of Index	Number Admitted 1921-1936
Adams	12	16	42	3
Allegheny	82	2	61	36
Armstrong	5	3	59	1
Beaver	4	1	64	4
Bedford	22	27	40	10
Berks	164	32	22	54
Blair	117	39	18	36
Bradford	30	28	27	10
Bucks	110	52	11	40
Butler	1	0.6	66	1
Cambria	82	17	41	54
Cameron	2	18	40	1
Carbon	38	27	29	10
Center	30	30	25	5
Chester	172	64	6	40
Clarion	6	8	49	3
Clearfield	100	53	9	27
Clinton	64	94	2	5
Columbia	79	76	3	23
Crawford	17	13	46	3
Cumberland	28	19	35	4
Dauphin	113	31	23	35
Delaware	236	38	19	79
Elk	22	30	26	7
Erie	10	3	58	4
Fayette	18	4	57	12
Forest	1	9	48	0
Franklin	21	15	45	8
Fulton	5	25	33	2
Greene	1	1	65	0
Huntingdon	43	50	13	16
Indiana	29	25	32	15
Jefferson	80	76	4	21
Juniata	6	19	37	0
Lackawanna	221	33	20	95
Lancaster	130	30	24	41
Lawrence	2	9	47	1
Lebanon	23	15	44	2
Lehigh	69	18	39	40
Luzerne	449	46	15	220
Lycoming	93	46	16	31
McKean	2	2	63	0
Mercer	0	0	67	0
Mifflin	25	28	28	9
Monroe	30	48	14	14
Montgomery	322	55	7	124
Montour	10	32	21	4
Northampton	78	21	34	27
Northumberland	146	52	10	42
Perry	3	7	53	2
Philadelphia	4341	100	1	1501
Pike	3	19	38	3
Potter	2	6	55	0
Schuylkill	364	70	5	97
Snyder	3	7	52	1
Somerset	11	6	54	5
Sullivan	8	52	12	1
Susquehanna	40	55	8	8
Tioga	11	16	43	1
Union	7	19	36	5
Venango	3	2	62	0
Warren	3	7	51	1
Washington	12	2	60	4
Wayne	16	26	31	4
Westmoreland	24	4	56	10
Wyoming	13	40	17	6
York	27	7	50	11

APPENDIX H

ANALYSIS OF DISMISSALS

	1933	1934	1935	1936	1937
Graduates	113	98	82	93	93
Intermediate High School	24	13	8	13	19
Became 18 years old	3	4	4	5	3
Post High School Students	11	20	16	15	19
	151 (75.1%)	135 (72.5%)	110 (69.2%)	126 (75.3%)	134 (70.9%)
Failure in Scholarship					
Less than fourteen	—	—	—	—	—
At fourteen	1	2	6	3	—
At fifteen	2	7	8	10	4
At sixteen	9	8	5	5	10
At seventeen	2	14	1	3	7
At eighteen	—	7	—	—	—
	14 (6.9%)	38 (20.4%)	20 (12.6%)	21 (12.7%)	21 (11.1%)
Request of Mother	5 (2.4%)	3 (1.6%)	3 (1.9%)	3 (1.8%)	2 (1.1%)
Unfavorable Conduct					
Less than fourteen	1	—	2	2	3
At fourteen	6	1	3	3	5
At fifteen	7	3	9	2	6
At sixteen	12	3	4	1	8
At seventeen	—	1	4	3	1
At eighteen	—	1	—	—	—
Expulsion	3	—	1	—	—
	29 (14.4%)	9 (4.8%)	23 (14.5%)	11 (6.6%)	23 (12.7%)
Physical Disability	2	—	2	2	8
Died	—	1	1	3	1
Finances	—	—	—	—	—
	201	186	159	166	189

APPENDIX I

PLACEMENTS (Including Temporary Placements)

Month	1935	1936	1937	Total
January	27	52	59	138
February	17	37	24	78
March	19	40	40	99
April	21	32	28	81
May	24	35	56	115
June	32	46	57	135
July	42	45	78	165
August	42	41	19	102
September	32	113	47	192
October	26	34	50	110
November	27	26	19	72
December	18	20	28	66
Totals	327	521	505	1353

APPENDIX J

COST OF HEALTH SERVICE, 1936

Total cost of Health Service (1936).....	\$86,373.89
Average number of students (1936).....	1727
Per capita cost of Health Service (1936)	\$50.01
Total ordinary expenditures (1936).....	\$1,668,903.36
Per capita cost for Girard College (1936).....	\$966.36
Cost of Health Service in relation to total ordinary expenditures	5.2%

The foregoing figures, having to do with the cost of operating the Health Service, exclude administrative costs for services rendered it by the offices of the Business Manager, the President, etc. The omission of these figures, which are difficult to compute, is balanced somewhat by the omission of charges equally difficult to compute for services which the Health Service itself performs, such as giving physical examinations to candidates for admission, giving annual physical examinations to all boys, giving physical examinations to boys about to be discharged, giving Wasserman tests to all boys who have been admitted, making an annual urinalysis of all boys, making tests of drinking water, swimming pool water, milk, buttermilk, ice, and ice cream used in the College, carrying the expense of boys who are occasionally sent to Devitt's Camp or some similar sanatorium, carrying the cost of boys' funerals, when these occur, and providing special diets for boys who are not confined to the Infirmary but who need special foods.

The cost of the Dental Clinic for 1936 was \$27,807.41. The number of treatments and operations provided by the clinic in that year was 39,337, including all exodontia and orthodontia, but excluding post-operative treatments. Hence the cost of each dental treatment or operation was \$.71.

The cost of operating the Ophthalmological Department in 1936, including the manufacture of glasses and their replace-

ment and repairs, was \$6,246.54. The number of examinations and treatments provided by this department, including 326 refractions, after which new lenses, were ordered, was 1611. The cost of each examination and treatment, including the cost of all new lenses, repairs, and replacements was, therefore, \$3.88. In this reckoning no account is taken of the routine admission and discharge examinations.

The Ear, Nose, and Throat Department in 1936 cost \$3000. If the 70 operations performed in 1936, the most of which were for tonsillectomy and adenoidectomy, are charged off at \$20.00 each, the total cost of these operations was \$1400, leaving a balance of \$1600 to cover the treatment of 1584 boys for ear, nose, and throat lesions, at a cost of approximately \$1.00 each. Again no account is taken here of the routine admission and discharge examinations, numbering more than 500 in this instance.

The immunization program might be charged as follows:

Approximately 160 boys admitted each year receive

- 1 diphtheria inoculation at...\$.25
- 1 Schick test at.....\$.25
- 1 smallpox vaccination at...\$.25
- 3 typhoid inoculations at.\$2.00

\$2.75 per boy

or a total of.....\$440.00

Approximately 520 boys each year, not including those admitted in the year, are given 3 typhoid inoculations (every three years for total of approximately 1560 boys) at.....\$2.00

or a total of\$1040.00

Total cost of immunization program (1936)\$1480.00

A great deal of the time of the Infirmary staff is spent upon the "treatment lines." These dispensary treatments in 1936, in departments not already referred to, number 46,860. If these are charged at \$.50 each, including all the drugs and

materials used, the total charge for dispensary treatments in 1936 would be \$23,430.

The costs of the Infirmary for the main divisions of its service, other than for hospitalization, are therefore the following:

Dental Department	\$27,807.41
Ophthalmology	6,246.54
Ear, Nose and Throat.....	3,000.00
Immunization program	1,480.00
Dispensary treatments	23,430.00
<hr/>	
Total.....	\$61,963.95

It is to be noted that in the following figures the hospitalization costs include those for all medical surgery, including major and minor operations, and post-operative treatment during confined convalescence:

Total cost of Health Service.....	\$86,373.89
Non-hospitalization costs	\$61,963.95
<hr/>	
Hospitalization costs	\$24,409.94
Number of hospital days (1936)	11,461
Cost per hospital day per patient	\$2.13

The \$.50 dispensary treatment charge seems to be the fairest one to employ. It may be noted, however, that if the dispensary treatments, including all drugs and materials, are charged at \$.25 each, the cost per hospital day per patient would become \$3.15. If the dispensary treatments, including all drugs and materials, were to be charged at \$.75 each, the cost per hospital day per patient would be \$1.11.

APPENDIX K

MEDICAL STATISTICAL REPORT

The following is a record of the diseases, operations and other matters of record for which the students of the College were under observation in the Infirmary during the year from January 1, 1937 to January 1, 1938:

Abscess, eyelid	2	Hemorrhage, tooth.....	1
Abscess, jaw	1	Impetigo contagiosa.....	5
Abscess, leg	2	Influenza	88
Abscess, periosteal	1	Jaundice, acute catarrhal ..	1
Abscess, sub-periosteal	2	Keratitis, traumatic.....	2
Adenitis, cervical	7	Laryngitis, acute	53
Anemia, secondary	1	Migraine	23
Angina, Vincent's	1	Mosquito bite of eyelid.....	2
Athlete's feet	2	Mumps	79
Bronchitis, acute	53	Myalgia	6
Burns, brush, of leg.....	2	Nostalgia.....	1
Cellulitis, ear	2	Oak poisoning.....	1
Cellulitis, eye	1	Otitis media, acute	59
Cellulitis, leg	2	Osteo-myelitis	1
Concussion, brain	1	Pediculosis pubis.....	1
Constipation	23	Pharyngitis, acute.....	14
Coryza, acute	10	Periostitis, acute.....	1
Conjunctivitis, simple	3	Pneumonia, lobar.....	14
Conjunctivitis, traumatic ..	1	Pneumonia, lobar, with empye-	
Conjunctivitis, traumatic and		ma	1
laceration of eyelid	1	Polio-encephalitis.....	1
Conjunctivitis, acute catarrhal.	25	Pycelitis, acute.....	1
Dermatitis venenata	2	Rheumatic infection and carditis	10
Dietetic Indiscretion	248	Rhinitis, acute.....	34
Dermatitis	1	Scabies	8
Dislocation, elbow.....	1	Scarlet fever.....	3
Enteritis, enteral	10	Serum reaction.....	6
Enteritis, parenteral	2	Sinusitis	10
Enuresis	1	Sprain, ankle.....	1
Ethmoiditis.....	3	Sprain, knee.....	2
Fecal impaction.....	1	Staphylococcodermia.....	2
Fever, undetermined origin....	1	Stomatitis, Vincent's.....	3
Foreign body, alimentary tract	5	Synovitis, knee.....	1
Foreign body, eye, and corneal		Tinea circinata.....	5
ulcer.....	1	Tonsillitis, acute.....	2
Fracture, elbow.....	1	Tonsillitis, follicular	1
Fracture, tibia	1	Tuberculosis, pulmonary; student	
Fracture, tibia and fibula.....	1	sent to Devitt's Camp	1
Fracture and dislocation lum-		Ulcer, corneal.....	1
bar vertebrae.....	1	Ulcer, corneal and traumatic..	1
Furunculosis.....	13	Ulcer, lip.....	1
Hematoma, scrotum.....	1	Urticaria	2

Varicella.....	35	Herniorrhaphy	4
Wounds: abraded.....	3	Hydrocele.....	1
Wounds: contused.....	6	Lobectomy	2
Wounds: lacerated.....	8	Mastoidectomy	2
Observation.....	8	Mastoid and lateral sinus	
Rest.....	1	thrombosis	1
Deaths: Lobar pneu-		Removal of fingernail	1
monia, type II	1	Removal of toe nail	1
Employees treated in the		Repair and closing of bowel..	1
wards:		Opening and drainage of hema-	
Coronary occlusion	1	toma of scrotum.....	1
		Removal of teeth.....	93
Total	949	Submucous resection	4
Operations		Tenotomy	1
Abscess, groin	1	Tonsils and adenoids	23
Abscess, periosteal.....	1	Torek, 1st stage.....	3
Abscess, chest, tuberculous....	1	Torek, 2nd stage	4
Abdominal sinus, repair of ..	1		
Adenoidectomy.....	1	Total operations	249
Amputation, 1st. joint finger..	1		
Appendectomies.....	7	TOTAL	1198
Circumcisions.....	93		
Excision of ganglion.....	1		

Average daily census for 1937	23.5
Average number hospital days per patient	17.5
Average monthly dispensary treatments	3,708
Total dispensary treatments for 1937	45,714

APPENDIX L

DENTAL STATISTICAL REPORT

Examinations.....	3,090
Boys Dismissed	2,361
Amalgam Fillings	10,139
Phosphate Fillings.....	641
Gutta Percha Fillings	59
Gold Foil Fillings	90
Inlays	2
Temporary Stoppings.....	334
Root Canals Filled	23
Dental Radiographs.....	4,186
Crowns	2
Bridges	8
Prophylaxis	1,577
Permanent Teeth Extracted.....	35
Number of Treatments.....	4,089
Cultures	21
Dentures	8
Impressions	7
Medical Radiographs.....	67
Separations	26
Cavity Preparations	7,003
Silicate Fillings.....	43
Cement Linings	3,401
Zinc Oxide Eugenol Fillings	202
Patients	15,000
Impacted Teeth Removed.....	82
Orthodontic Treatments.....	3,157
Total Number of Operations	35,200

APPENDIX M

CHAPEL SPEAKERS—1937

- January 3—Mr. John W. Leydon, Teacher, Girard College.
10—Mr. Harvey J. Harman, Head Football Coach, University of Pennsylvania, Philadelphia.
17—Mr. Cornelius B. Boocock, Associate Headmaster, The Haverford School, Haverford, Pa.
24—Dr. Edgar J. Fisher, Assistant Director, Institute of International Education, New York City.
31—Mr. J. Vaughan Merrick, 3rd, Headmaster, St. George's School, Newport, Rhode Island.
- February 7—Dr. Edward L. Bauer, Director of the Health Service, Girard College.
14—Mr. Lester C. Haworth, Metropolitan Secretary, Y. M. C. A., Philadelphia.
21—Mr. Benjamin H. Ludlow, Attorney, Philadelphia.
28—Honorable Harry S. McDevitt, Judge, Court of Common Pleas No. 1, Philadelphia.
- March 7—Mr. J. Harvey Borton, Business Man, Philadelphia.
14—Dr. Paul H. Musser, Dean of the College, University of Pennsylvania, Philadelphia.
21—Mr. George F. Norton, Business Man, Philadelphia; Alumnus, Girard College.
28—Miss Louise G. Sigmund, Teacher, Girard College.
- April 4—Mr. N. C. Hanks, Lecturer, Philadelphia.
11—Mrs. Fadra Holmes Wilson, Teachers' College, Louisiana State University, Baton Rouge, Louisiana.
18—Dr. Samuel C. Schmucker, Educator and Lecturer, State Teachers' College, West Chester, Pa.
25—Mr. Karl R. Friedmann, Teacher, Girard College.
- May 2—Dr. Merle M. Odgers, President, Girard College.
9—Mr. William L. Campbell, Senior Housemaster, Girard College.
16—Dr. Cheesman A. Herrick, former President of Girard College.
23—Mr. E. Elmer Staub, Business Man, Detroit, Michigan; Alumnus, Girard College.
30—Mr. Thomas B. K. Ringe, Attorney, Philadelphia.
- June 6—Mr. Lauris R. Wilson, Senior Housemaster, Girard College.
13—Mr. Ameen Rihani, Lecturer, Institute of International Education, New York City, New York.
20—Mr. Raymond L. Burkley, Executive Secretary, General Alumni Association, Temple University; Alumnus, Girard College.

- 27—Mr. S. Herman Macy, Acting Superintendent of Admission and Discharge, Girard College.
- July 4—Mr. George C. Foust, Teacher, Girard College.
- 11—Mr. Joseph M. McCutcheon, Business Man, Philadelphia; Alumnus, Girard College.
- 18—Dr. William E. Burkard, Principal, Tilden Junior High School, Philadelphia.
- 25—Mr. Joseph A. Davis, Superintendent of Household, Girard College.
- August 1—Mr. Reynolds Joll, Senior Housemaster, Girard College.
- 8—Mr. Albert H. Schoell, Teacher, Girard College.
- 15—Mr. William C. Sparks, Supervisor of Playgrounds and Recreation, Girard College.
- 22—Mr. David A. McIlhatten, Teacher, Girard College.
- 29—Captain Howard Kirk, Attorney, Media, Pa.
- September 5—Mr. John C. Donecker, Secretary to the President, Girard College.
- 12—Mr. Justice Owen J. Roberts, Supreme Court of the United States.
- 19—Dr. Merle M. Odgers, President, Girard College.
- 26—Dr. John L. Haney, President, Central High School, Philadelphia.
- October 3—Dr. Richard A. Kern, Physician, Philadelphia.
- 10—Mr. Henry V. Andrews, Teacher, Girard College.
- 17—Mr. Owen D. Evans, Superintendent, Mechanical School, Girard College.
- 24—Mr. Henry W. Braude, Attorney, Philadelphia.
- 31—Mr. Paul W. Albright, Business Man, New York City; Alumnus, Girard College.
- November 7—Mr. George H. Dunkle, Senior Housemaster, and Alumnus, Girard College.
- 14—Mr. Malcolm J. Nicholson, Senior Housemaster, Girard College.
- 21—Mr. Franklin Spencer Edmonds, Attorney, Philadelphia.
- 28—Mr. Coleman Jennings, President, Washington Community Chest, Washington, D. C.
- December 5—Dr. John H. Minnick, Dean of the School of Education, University of Pennsylvania, Philadelphia.
- 12—Dr. Raymond I. Haskell, Teacher, Girard College.
- 19—Mr. Homer Rodeheaver, Business Man, Philadelphia.
- 26—Mr. Joseph A. Davis, Superintendent of Household, Girard College.

APPENDIX N

ANNIVERSARIES AND COMMENCEMENTS—1937

SPEAKERS

New Year's Day,

Honorable Charles Klein,
Judge of the Orphans' Court,
Philadelphia.

Commencement, January 19,

Coleman Jennings, Esquire,
President, Washington Community Chest,
Washington, D. C.

Lincoln's Birthday,

Honorable H. Edgar Barnes,
Justice, Supreme Court of Pennsylvania.

Founder's Day,

Mr. John A. Diemand, Class of January, 1903,
President, Girard College Alumni.

Founder's Day (Morning Assembly of Students),

Mr. Lawson S. Earl,
Class of January, 1926.

Commencement, June 17,

Honorable Curtis Bok,
Judge, Court of Common Pleas Number Six,
Philadelphia.

Thanksgiving Day,

Dr. D. Montfort Melchior,
Supervisor of High School Instruction,
Girard College.

APPENDIX O

SAVINGS FUND ACCOUNT

	<i>Deposits</i>	<i>Withdrawals</i>	<i>Totals</i>
1896.....	\$234.07	\$5.00	\$229.07
1897.....	446.79	22.52	653.34
1898.....	437.04	113.91	976.47
1899.....	340.12	70.35	1246.24
1900.....	452.36	153.20	1545.40
1901.....	503.79	164.42	1884.77
1902.....	518.81	367.73	2035.85
1903.....	606.70	486.67	2173.88
1904.....	743.21	482.02	2435.07
1905.....	758.20	419.51	2773.76
1906.....	764.80	842.31	2696.25
1907.....	939.74	246.00	3389.99
1908.....	851.72	510.95	3730.67
1909.....	970.88	651.36	4050.28
1910.....	828.70	945.88	3933.10
1911.....	1334.14	800.55	4466.69
1912.....	1360.27	949.32	4877.64
1913.....	1694.00	568.10	6003.54
1914.....	1704.91	709.20	6999.25
1915.....	1678.12	360.24	8317.13
1916.....	1941.61	1082.02	9176.72
1917.....	2642.82	1273.05	10546.49
1918.....	2437.31	2166.01	10817.79
1919.....	3061.17	1589.75	12289.21
1920.....	5344.45	1439.28	16194.38
1921.....	4449.56	2168.74	18475.20
1922.....	5129.14	3847.16	19757.18
1923.....	7862.49	3776.38	23843.29
1924.....	8154.29	5518.71	26478.87
1925.....	6525.28	5660.56	27343.59
1926.....	8071.35	4362.05	31052.89
1927.....	7126.36	7907.78	30271.47
1928.....	6772.82	6777.37	30266.92
1929.....	6499.43	6576.52	30189.83
1930.....	6123.30	7257.47	29055.66
1931.....	5432.44	5674.36	28813.74
1932.....	4898.10	7558.15	26153.69
1933.....	4029.55	7616.56	22566.68
1934.....	4110.27	9538.32	17138.63

1935.....	4814.10	6108.77	15843.96
1936.....	5576.91	6927.07	14493.80
1937.....	7383.15	6060.10	15816.85
	<u>\$135,554.27</u>	<u>\$119,737.42</u>	<u>\$15,816.85</u>

Interest to December 31, 1936	\$18,189.48
Total Interest for the year ending December 31, 1937.....	702.83
Total Savings Fund Deposits December 31, 1937	34,129.28
Accounts opened in 1933	138
Accounts opened in 1934	160
Accounts opened in 1935	135
Accounts opened in 1936	155
Accounts opened in 1937	177
Total number of accounts December 31, 1933.....	1372
Total number of accounts December 31, 1934.....	1364
Total number of accounts December 31, 1935.....	1362
Total number of accounts December 31, 1936.....	1361
Total number of accounts December 31, 1937.....	1371

APPENDIX P

PRIZES AND HONORS

Special prizes were presented by various individuals and groups of the Alumni.

Gold watches were presented according to the terms of the will of the late General Louis Wagner to the students of the graduating classes having the highest scholarship averages for their last two years' work.

September Award—William King

February Award—Johan H. Norman

Prizes awarded by the Girard College Alumni to the three members of the Senior Classes for the best original declamations were presented in February:

1. Francis L. Kendall	\$15.00
2. George R. Agnew	10.00
3. Antonio Pontari	5.00

A bronze medal was presented by l'Alliance Française in February to Arnold Ehrlich, the High School student showing the greatest proficiency in the study of the French language and literature.

The "Early Eighties" prizes, presented in the name of John

Humphreys, were awarded in September for the best short stories produced by the members of the Senior Classes and in February for the best descriptive essays on the annual trip of the Senior Classes to Washington, as follows:

September	February
1. Antonio Pontari.....\$7.00	Robert K. Hugler.....\$7.00
2. John A. Swank.....\$5.00	Edwin Dorfman.....\$5.00

The "Early Eighties" prizes, presented in the name of Herman C. Horn for the best essays on "Safety on City Streets" by students of the Second High School Year, were awarded as follows:

September	February
1. John H. Campbell... \$6.00	Arnold Ehrlich.....\$6.00
2. Michael J. O'Donnell.. 4.00	John A. Lan'der..... 4.00
3. Robert E. Reinhard.. 2.00	Edward Henry..... 2.00

The "Early Eighties" prizes, presented in the name of John E. Rodgers for proficiency in drafting or some branch of manual training, were awarded as follows:

September	February
1. Noble Seaborne, Trade Drafting	\$7.00
2. Harry Brinton, Machine Shop Practice	5.00
1. Fred E. Rapp, Trade Drafting	\$7.00
2. Dale G. Reber, Patternmaking	5.00

The "Early Eighties" prizes, presented in the name of Joseph A. Campbell for proficiency in penmanship, were awarded as follows:

September	February
1. John H. Campbell... \$7.00	George Ciervo.....\$7.00
2. Robert L. Sultzbach.. 5.00	William A. Wenzel..... 5.00

The "Early Eighties" prizes, presented in the name of Henry Kraemer for proficiency in chemistry, were awarded as follows:

September	February
1. J. Hugo Norman... \$11.00	J. Hugo Norman..... \$11.00
2. Robert S. Moore..... 6.00	Robert H. Work..... 6.00

The House Scholarship Trophy, presented by the class of June, 1921, to the house attaining the highest average of the

combined term scholarship records for the preceding term, was awarded as follows:

September—Merchant Hall.....	Average 2.2903
February—Bordeaux Hall.....	Average 2.0331

The Art Class prizes, awarded to the students of that class for achievement, progress, and improvement in drawing and water color painting, were presented in February as follows:

1. Francis X. Dugan\$2.50
2. Edwin R. Dunkleberger..... 2.50

Bronze medals awarded by the American Legion, through the Stephen Girard Post, No. 320, to the students of the highest grammar school grade for the best records in scholarship, athletics, and citizenship combined, were presented as follows:

September	February
John V. Smith	Erwin Antoni

Special prizes were also presented by the College to cadets for meritorious service in the Military Department as follows:

To the Captain of the company excelling in competitive drill, and to the Captain of the company ranking second:

September Awards:

1. Peter Scotese, Company D, Saber
2. Otto Hansen, Company A, Silver Medal

February Awards:

1. Robert H. Work, Company D, Saber
2. Archie M. Ackroyd, Company A, Silver Medal

Photographs of the winning companies were presented to members of those companies.

A silver medal was awarded each term to the cadet ranking highest in individual drill, and a bronze medal to the cadet ranking second:

September Awards:

1. Matthew Niwinski, Private, Company D
2. Raymond Hartenstine, Corporal, Company A

February Awards:

1. John E. Crawford, Sergeant, Company B
2. Jack R. Seiverling, Private, Company A

Prizes presented by the College for proficiency in manual arts:

September Awards:

1. Gerald Reinert, books to the value of.....\$5.00
2. Wesley Dunning, books to the value of..... 3.00

February Awards:

1. William H. Yackley, books to the value of\$5.00
2. William W. Earl, books to the value of..... 3.00

Prizes presented by the College in February for the best singing with soprano or alto voice:

1. Francis M. Wunderle, books to the value of.....\$5.00
2. Earl Gilmore, books to the value of.....2.50

HIGHEST STANDING IN CONDUCT, SPRING TERM

Constantine Agostarola, 16; Robert J. Allen, Jr. G; Robert H. Bernhardt, Jr. A; William F. Bernhardt, 14; William D. Breingan, Jr. H; Vincent S. Brennan, H-D; Paul Budenstein, H-A; William E. Calhoun, 20; Caesar Civitella, K; Robert P. Donovan, H-C; Michael Dzurenda, 21; Albert U. Fassnacht, Jr. D; John P. Gehrig, L; Sheldon H. Hall, Jr. B; Walter F. Hartfield, 15; Vincent A. Johnson, I-1; Paul Katzeff, Jr. I; Joseph L. Leavens, 17; Thomas R. Luce, 22; Paul D. Magle, H-E; Robert Marotto, H-B; Antonio Pernicello, Jr. E; Joseph Renzi, Jr. K; Leonard M. Resnick, Jr. C; John J. Richardson, Jr. F; George Rosato, 18; Denton A. Shaffer, I-2; James L. Smith, 23; Alexander Stagman, 19; William J. Tridico, M; Julius S. Wasilewsky, H-F; Richard A. White, N.

SECOND HIGHEST STANDING IN CONDUCT, SPRING TERM

Charles Ames, 20; Charles A. Christine, 16; Louis Cinquina, K; John T. Clarke, Jr. H; George Dajnowski, 14; Robert C. DeMaio, H-B; George Duffner, 22; John D. Esher, H-A; Karl T. Fahringer, Jr. I; William T. Figart, Jr. E; Vincent Filipone, 17; Lawrence W. Fowler, L; Marvin A. Hennigar, Jr. K; Clarence R. Hill, Jr. G; LeRoy I. Hoch, H-C; Robert A. Kresge, H-F; Andrew J. Lewis, Jr. F; John R. McCann, I-1; Daniel Metroka, Jr. B; Sidney Miller, Jr. A; Fred L. Moody, M; Robert J. Nell, H-D; Edward Osbourne, H-E; Elmer A. Parton, 18; Edward Roach, N; Russell W. Roberts, I-2; Stanley Savage, Jr. C; Jack N. Shearer, 23; Clyde M. Starr, 15; Daniel E. Walters, 19; Robert L. Warnock, Jr., 21; Vincent L. Zimmaro, Jr. D.

HIGHEST SCHOLASTIC HONORS IN THE HIGH SCHOOL

Arnold Ehrlich, John August Fischer, Samuel George Fisher, Elmer Davis Hess, William Henry Hoyt, Jr., Charles Joseph Kraus, James Joseph Malloy, Johan Hugo Norman, Dale Marl Pentz, Robert Horton Work.

SCHOLASTIC HONORS IN THE HIGH SCHOOL

Norman Frank Ames, Joseph Elias Berman, James Cascardo, Samuel Aaron Cleff, Walter Hutchinson Costello, Francis Patrick Fanning, William Robbins Fleming, Robert Maginniss Hoyt, Wilton Hughes, William Irvin, John Albert Lander, George Foster McFarland, Michael John Pohorilla, Robert Eugene Reinhard, John Joseph Rothrock, William Joseph Tridico, Lewis Edwin White, Richard C. Wolfe.

APPENDIX Q

GRADUATES

Following are the names of those who were graduated from the College in 1937:

CLASS OF JANUARY, 1937

John Robert Anderson
William John Askins
Richard Kenneth Betz
Chapman Freeman Black
Arthur Earl Bloom
William Robinson Booth
Abraham Bregen
Harold Carey
James William Carr
Robert John Carrick
William Casoni
James Barton Cheyney
Philip Ralph Crossley
Joseph Doughty
Paul Philipp Dunn
Harry Walter Ebert
Karl Edelmayer
Alfred Enoch

Richard Wallace Erdman
Matthew Esposito
Louis Fink
William Jacob Fixmer
William Jacob Geist
Orrien Oliver Griesemer
George Humphrey Harrold
Frank Heil
Charles Frederick Hesel
Thomas Stuart Jamieson
Karl Ralph Kalning
Joseph Samuel Kepner
Henry Conrad Klages
Joseph Koshelnyk
Robert Marley Lindsay
David Earl McCaig
Matthew Herbert Mahoney
George Brayton Marrow

Lewis Blaine Martin
Harry Stafford Mervine
Earl Charles Minerger
Oscar Gustavus Morgan
John Burdsall Morrow
Stephen Niwinski
James Johnson Nulf
Jesse Robert Plubell
Griffith Pritchard
Horace Martin Louis Sagner
Vincent Santroni

Ira Seaborne
Blair Lemuel Shannon
William Orville Stevenson
Horace LeRoy Streeper
Robert Bruce Thall
Paul Stephen Tremel
Edward Parlamen Turner
William Hunter Vockroth
William Ellwood Wallace
Arthur Watkins
William Witmayer

CLASS OF JUNE, 1937

Vincent Whitney Allen
Robert George Axe
Calman Baratz
John Gibson Barr
Eugene Basile
Harry Fred Bason
Leonard U. Blumberg
Harry Brinton
Philip Calogero Ciaverelli
James Clausius
Eugene Cooper
Harry William Diehl
Louis DiLeonardo
William John Donahue
Harold Frederick
Joseph Fryjewicz
Aaron Goldberg
Louis Goldman
Angelo Joseph Gradia
Otto Hansen
Myron Waldo Horton
John Frederick Hughes
James Russell Johnson
Samuel Blaine Johnson
Henry Weeks Jones
Herbert Grant Jones
Edward Kegel

William King
Horace Kirk
George John Koch
Sherwood Albert Lewis
Nicholas Marcletto
Robert Willis Mearns
Rocco Montano
Robert Sydney Moore
Charles McLain Moss
William Atley Pierson
Samuel Randolph
William David Reisig
George Harry Roeser
Saul David Schlessinger
Herman Richard Schupeltz
Peter Scotese
Noble Seaborne
Ray Arnold Shaffer
Sol Silberman
Alan Harvey Smith
Paul Herbert Unger
Lewis Vallone
Donato Vendetti
Anthony Dennis Volk
Ray Edward Waldron
Nelson Bruce Wright

THOSE RECEIVING CERTIFICATES

The following boys, unless otherwise designated, completed one year of Post High School work in 1937, and were granted certified statements indicating the ground covered in each individual case:

January 1937

Percy E. Owens
Michael Pinnel
Joseph A. Splendido
John E. Stumpf

June 1937

Cesare Antoniaci
William Campbell
Leon L. Denson
Bernard Dworkin
Julius Freedman
John P. P. Heimbecker
Robert W. King
John M. Richards
Norman H. Rosenberg
Robert F. Schneider
Daniel V. Scrobe

The following boys completed the Intermediate High School course in 1937 and were granted certificates:

January 1937

John B. Barcalow
Lloyd G. Bimson
Henry D. Freed
Nicholas Giangola
Stanley Hughes
Alfred Pennesi
Milton Shipper

June 1937

Harry C. Crawford
Harold W. Lawrence
Henry C. McQuown